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ABSTRACT

This report of a 1990-1995 Arizona project describes progress in providing educational services for students with severe disabilities in integrated school and community settings. Information is provided on supporting school districts through: statewide training opportunities; school-based technical assistance; an interagency project advisory committee; and the implementation of a model for integrated educational services at 4 preschools, 19 elementary schools, 5 junior high schools, 8 high schools, and 2 community colleges. Evaluation results and school profiles are included, along with information on dissemination activities from the model sites to other programs and also through conferences. Appendices provide: a 33-page prototype evaluation instrument for the systems change project; a survey form for "best practices" related to the provision of inclusive educational programs; a memorandum of understanding form for collaboration between the local education agency and the Arizona Statewide Systems Change Project; data collection instruments, including program quality indicators and directions for using a student activity analysis form; guidelines for using special education assistants and forms to request special education assistant support; and bar graphs on individualized education program quality indicators and instructional settings for 12 school districts. (SW)

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STATEWIDE SYSTEMS CHANGE IN ARIZONA

July 1, 1990 to June 30, 1995

FINAL REPORT
JULY 17, 1995

Office of Special Education Programs
Division of Educational Services
Severe Disabilities Branch
Grant Number: H086J00006
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ARIZONA
STATEWIDE SYSTEMS CHANGE PROJECT
July 1, 1990 to June 30, 1995

The Special Education Section of the Arizona State Department of Education was awarded a five year federal grant to assist school districts in providing quality educational services for students with severe disabilities in integrated school and community environments. The project has emphasized increasing integrated options for students with severe disabilities, expanding the service delivery model to include transitioning students, and improving the quality of programs for students already served in public schools.

The Project objectives were:

1. To build the capacity of school districts through statewide training opportunities and school based technical assistance to effectively support individuals with severe disabilities in inclusive school and community settings;

2. To increase the number of students with severe disabilities served in integrated settings;

3. To modify the state funding formula to promote inclusive educational options;

4. To design an integrated preschool model, a community college model, and a model for integrated educational services in sparsely populated rural counties; and

5. To evaluate program implementation and effectiveness.

Key to the change process has been the systematic implementation of a model that reflects educational best practices. Districts were selected to become model sites based on their willingness to commit the effort and resources to realize model elements. Model sites are located in eleven of the fifteen counties of Arizona and include thirteen districts, four preschools, nineteen elementary schools, five junior high schools, eight high schools, and two community colleges. These sites received intensive technical assistance and training to assist with the development and implementation of inclusive programs. After two years of support, the model sites served as models for other programs in the area, disseminated project activities at state conferences; and participated as peer support cadre members. Peer support cadre members are available to provide three days of on site training and technical assistance to other districts wishing to implement best practice in the delivery of services to individuals with severe disabilities and is a mechanism to perpetuate systems change when the project ends.

Each collaborating LEA had a coordinator responsible for supporting the district and building personnel in model implementation. District level planning teams were established to examine

and change administrative policy and procedures as needed. Building level planning teams were developed to plan school site activities that facilitated inclusion. Project staff also consulted with student-centered planning teams and assisted in adapting instruction and the curriculum for meaningful participation by the student.

Extensive training was offered statewide for teams of parents, general and special education teachers, related services personnel, paraprofessionals, principals, and administrators. Annually, the project sponsored an Integration Conference, a Teacher Training Institute, and regional workshops. The secondary impact of these activities has been an increase in the number of students with severe disabilities educated in public schools with nondisabled peers. The December 1, 1994, census data indicates that eighty-four percent (84%) of all children with severe disabilities are educated in public schools, and twenty-one percent (21%) of these children are educated in general education classes more than forty percent (40%) of the day. Providing on site technical assistance at districts through the peer support cadre, arranging opportunities to visit model sites, and providing regional training opportunities to building level teams have been key elements in facilitating the change process in Arizona.

INTRODUCTION

Arizona is the sixth largest state in size representing 113,809 square miles. The total population of the state in 1990 was 3,665,268, which is an increase of 34.9% since 1980.
Eighty-seven and a half percent (87.5%) of the state's population resides in the two metropolitan areas of Phoenix (Maricopa County) and Tucson (Pima County). The remaining twelve and half percent (12.5%) of the population is scattered among small rural communities and the 22 Native American Indian Reservations that cover 14,000 square miles. Arizona has 227 school districts, ranging in size from the two largest districts with over 60,000 students each to 10 one-teacher districts having fewer than ten students. The population distribution, the vast distances to traverse the state, and the language and cultural differences add to the challenge of delivering educational services.

The Arizona Department of Education, Special Education Section (ADE/SES) has been the recipient of two Statewide Systems Change grants from the U.S. Department of Education. The first project funded from 1985 to 1988 resulted in moving 400 of the 2000 individuals with severe disabilities served in separate special schools back to public schools. In order to perpetuate the momentum initiated by the first Statewide Systems Change grant, the Department of Education, Special Education Section hired the grant Project Specialist to continue the change process once the grant ended.

Subsequently, the Statewide Coordination Council for Systems Change for Individuals with Significant Disabilities (SCCSC), was established in 1988 to examine the lifelong service needs of Arizonans with substantial disabilities and to develop strategies to directly promote changes that improve services. The SCCSC is an interagency organization with representation from the Department of Economic Security, Division of Developmental Disabilities; Rehabilitation Services Administration; the University of Arizona, Department of Special Education and Rehabilitation Services; Arizona State University, Department of Education; Arizona Schools for the Deaf and the Blind; Arizona Association for Retarded Citizens; the Governor's Council on Developmental Disabilities; school districts; private adult and residential agencies; and from Parents, advocates, and interest groups. The SCCSC committee focused on establishing a peer support system of master teachers, therapists, and administrators. The peer support cadre is available to provide technical assistance, support, and training to peers in other school districts wishing to implement best practice in the delivery of services to individuals with severe disabilities.

In 1985, at the inception of the first Statewide Systems change Project, twenty percent (20%) of all students with severe disabilities were educated in public schools. By 1990, seventy-seven percent (77%) of all students with severe disabilities were educated in public schools. As can be seen, remarkable changes occurred in Arizona between 1985 and 1990. The State moved from serving eighty percent (80%) of all individuals with severe disabilities in separate special schools to educating nearly eighty-one percent (81%) of these students with their nondisabled peers in public schools.

In 1989, the SCCSC committee decided to write for a second Statewide Systems Change grant. The focus of this grant proposal was to increase the number of students with severe disabilities served in public schools, expand the service delivery model to include integrated preschool models, community college models, and strategies to support students with severe disabilities in sparsely populated rural schools, and to continue to improve through training and technical assistance the quality of education services received. In 1990, the Arizona Department of Education, Special Education Section, received a second Statewide Systems Change grant. The primary goal of the project was to build the capacity of school districts to effectively support individuals with severe disabilities in inclusive school and community settings. This was accomplished through:

1) statewide training opportunities,
2) school based technical assistance, and
3) regional model sites

TRAINING OPPORTUNITIES

Extensive training has been offered statewide for teams of parents, general and special education teachers, related service personnel, paraprofessionals, principals, and administrators. The types of training offered as depicted in Table 1 were chosen to align with the characteristics associated with individuals involved in a change process identified as "seasons of change" by Anita DeBoer, Ed.D. at an inclusion conference in Colorado. The basic premises of the change process include:

- change is a process not an event;
- the move through the seasons is sequential;
- the time spent in a particular season depends on individual needs and the supports required; and
- different seasons permit different innovations.

SEASONS OF CHANGE

Table 1

	BEHAVIORS SEEN	STRATEGIES	TYPE OF SUPPORT	HOW OFFERED
SUMMER	• Before you're aware change is happening • Accepting, no worries or concerns • Self satisfied; organized [Life is a bowl of cherries.]	• Concept awareness	• Awareness training • Rationale/Benefits • Overview of what's happening in Arizona	• Presentation by Model site personnel at conferences - AZTASH/ Transition/ Director'sInstitute/ Networking/ Preschool • Invitation to view model sites • Special Edition Newsletter
FALL	• Change is inevitable • Denial • Resistant to change • Skeptical • Challenging [Ignore it, it'll go away. If it isn't broken, don't fix it.]	• Do not use logic or give rational and benefits • Some dissonance; don't give advice or correct point of view • Encourage self questioning • Since no progress in current program - what can we do?	• Facilitate district/building level planning teams. • Involve teams in change process	• Availability of materials to facilitate process • Technical Assistance
WINTER	• Pressure imposed • Changes beginning • Confusion - not against it but overwhelmed • High anxiety • What's the best way to do it? • Scattered [I'm ready to tear my hair out.]	• Collaboration • Team building • Problem identifying first then solving • Prioritizing activities • Eliminate non- essentials	• Build collaborative teams to support inclusive education • Positive Behavior Support training	• Regional training • SELECT courses
SPRING	• Vision becomes clearer • Time of renewal/growth • Energized, enthusiastic • Naively optimistic [Let the Good Times Roll.]	• Create risk taking environment • Determine what needs to happen • Set timelines • Lots of resources needed at this point • Implement action plan to support change	• How to - Nuts & Bolts • Student planning team around one student • Problem solve then add more students	• Technical Assistance from peer support cadre • Model sites visitation

The project through the Statewide Coordination Council for Systems Change (SCCSC) sponsored:

Annual two day conferences

1) "Integration: The Future is Now," in March 1991;
2) "Valuing Differences," in March 1992;
3) "Helping Everyone Belong," in March 1993;
4) "Celebrating Abilities," in March 1994; and
5) "Building Bridges," in March 1995.

Annual five day teacher training institutes

Teacher training institutes for which university credit was available were held each June in Casa Grande on Best Practices for Educating Individuals with Severe Disabilities.

Peer Tutor Conferences

Three peer tutor workshops were conducted on March 3, 1993, for elementary students, on March 4, 1993, for junior high school students, and on March 5, 1993, for high school students.

All conferences were held in Phoenix.

Regional Training

For general audiences

1) "Supporting Individuals with Severe Disabilities in Integrated Settings," (Safford, November 13, 1991; Flagstaff, March 30, 1992)

2) "Developing IEP's," (Flagstaff, November 13, 1992)

3) "Communication Systems," (Flagstaff, March 29, 1993; Phoenix, April 5, 1993; Tucson, May 27, 1993)

4) "Positive Behavior Support," (Tuba City, March 18-19, 1993; Nogales, April 22-23, 1993)

5) "Assistive Technology," (Flagstaff, March 8-9, 1994; Tucson, March 14-15, 1994; Phoenix, April 12-13, 1994)

For building level teams

This includes educators (general and special education), principals, and administrators.

1) "Schools Are For all Kids: The Leadership Challenge," (Phoenix, April 13-14, 1992; Scottsdale, September 17-18, 1992)

2) "Collaborative Team Building," (Kingman, March 18-19, 1993; Tuba City, April 1-2, 1993; Casa Grande, May 13-14, 1993; Tucson, January 20-21, 1994; Phoenix, March 7-8, 1994; Flagstaff, April 14-15, 1994; Holbrook, November 17-18, 1994)

3) "Inclusion Strategies: Identifying Appropriate Curriculum and Adapting General Education Activities," (Phoenix, January 31-February 1, 1994; Tucson, February 22-23, 1994; Winslow, April 25-26, 1994)

4) "Integrated Related Services," (Flagstaff, January 7-8, 1994; Tucson, April 15-16, 1994; Phoenix, May 6-7, 1994)

5) "Positive Behavior Support," (10 training days each in Phoenix, Fiscal Year 1990-1991; Tucson, Fiscal Year 1991-1992; and Kingman, Fiscal Year 1992-1993)

For paraeducators

1) "Paraprofessional Training," (Phoenix, February 10-11, 1994; Flagstaff, February 14-15, 1994; Tucson, February 17-18, 1994; Flagstaff, October 19-20, 1994; Phoenix, October 24-25, 1994, Tucson, October 27-28, 1994)

In 1990, Arizona was also selected to participate in a three year comprehensive inservice training project through the NIDRR funded Rehabilitation Research and Training Center (RRTC) on Positive Behavior Support. A state level interagency team with representation from the Arizona Department of Education, the Division of Developmental Disabilities, the Arizona Schools for the Deaf and the Blind, and the Phoenix Union High School District were trained by the Research and Training Center. Positive behavior support training was offered to IEP teams addressing the needs of students with significant disabilities and challenging behaviors from 1990 to 1995.

Positive Behavior Support training focused on:

1) basic data collection strategies;

2) child focused and environmental assessments;

3) functional analysis of behavior;

4) proactive strategies including environmental changes, implementing functionally equivalent behaviors, teaching coping/relaxation skills, increasing communication skills, revising instructional formats using prompts, chaining, and/or using a discrete trial format;

5) direct treatment strategies, e.g., differential reinforcement of other behaviors (DRO), differential reinforcement of low rates of behavior (DRL), differential reinforcement of alternative behavior (ALT-R), stimulus satiation, stimulus control, instructional control, shaping, and stimulus change;

6) understanding the cycle of losing control; and

7) reactive strategies/emergency management guidelines which should not be construed as treatment or as an intervention plan, but as strategies designed to manage the behavior until positive programming can have the opportunity to affect change.

Conference and Regional Training Summary

Fiscal Year	Participants	Days
1990-1991	769	26
1991-1992	990	36
1992-1993	1536	41
1993-1994	1618	46
1994-1995	1579	72
Totals	**6492**	**200**

Statewide Systems Change Project

Regional Training Sites

1990 - 1995

TECHNICAL ASSISTANCE

To perpetuate and expand the outcomes obtained during the first Statewide Systems Change Project in Arizona (1985-1988), a peer support cadre consisting of personnel from model sites was established. The peer support cadre members provided on site training and technical assistance to other school districts wishing to implement best practice in the delivery of services to individuals with significant disabilities. The peer support cadre was expanded from 1988 to 1995 through the following process:

Peer Support Cadre Selection Process

All potential cadre members were required to:

1) Participate in a model implementation site

- or -

2) Attend the summer teacher training institute on Best Practices in Educating Students with Significant Disabilities;

3) Successfully complete a comprehensive competency-based evaluation;

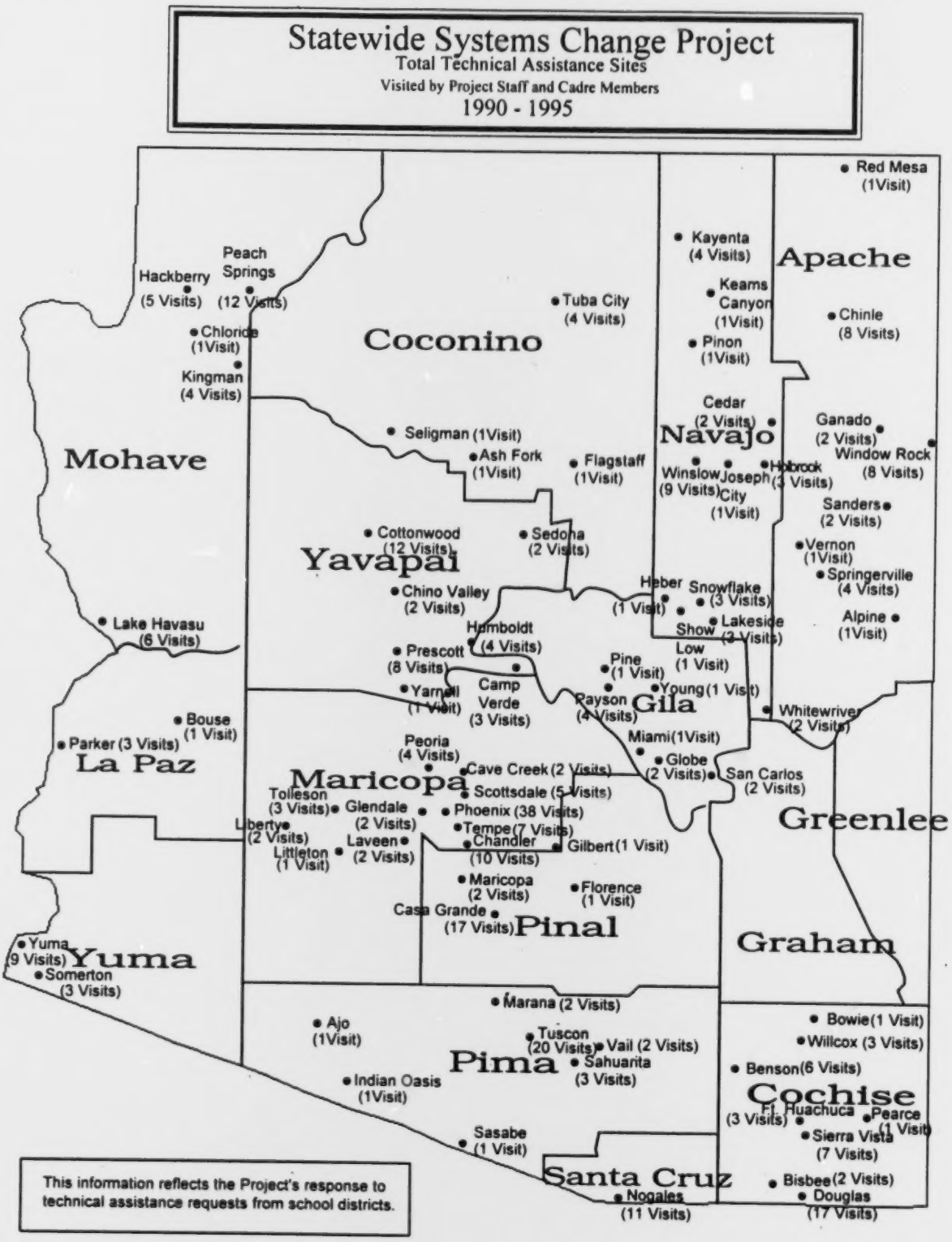
4) Implement programs for individuals with severe disabilities within their agency that reflect current best practices; and

5) Be recommended for involvement in the peer support cadre by their supervisor.

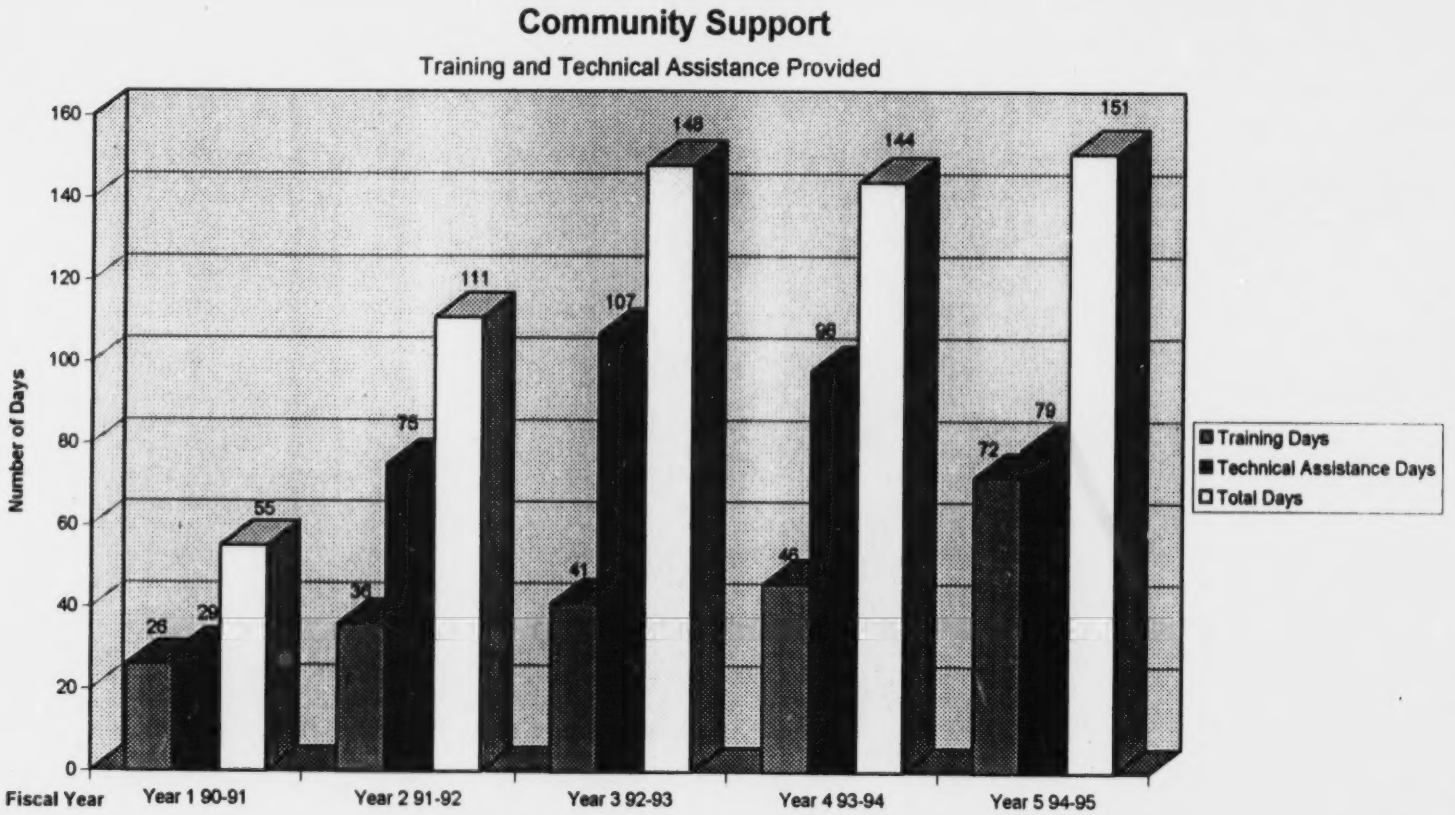
The Summer Teacher Training Institute was a joint venture of the University of Arizona, Special Education and Rehabilitation Services and the Arizona Department of Education, Special Education Section. The training institute was held each June and consisted of 32 contact hours. Participants could receive two graduate credit hours from the University of Arizona. Training was conducted by a teacher trainer from the University of Arizona and model site personnel.

Time commitment

A time commitment of three days was required from peer support cadre members. Project Support, through the Arizona Department of Education Comprehensive System of Personnel Development (CSPD) grant, reimbursed school districts for substitute teacher costs when the peer support cadre members were requested to provide on site technical assistance. Peer support cadre members were also reimbursed for mileage, per diem, and lodging costs, if required.


Statewide Systems Change Project
Total Technical Assistance Sites
Visited by Project Staff and Cadre Members
1990 - 1995
Red Mesa (1Visit)
Kayenta (4 Visits)
Apache
Peach Springs (12 Visits)
Hackberry (5 Visits)
Tuba City (4 Visits)
Keams Canyon (1Visit)
Chinle (8 Visits)
Chloride (1Visit)
Coconino
Pinon (1Visit)
Kingman (4 Visits)
Cedar (2 Visits)
Ganado (2 Visits)
Seligman (1Visit)
Navajo
Window Rock (8 Visits)
Mohave
Ash Fork (1Visit)
Flagstaff (1Visit)
Winslow (9 Visits)
Joseph City (1Visit)
Hobbrock (3 Visits)
Sanders (2 Visits)
Cottonwood (12 Visits)
Sedona (2 Visits)
Vernon (1Visit)
Springerville (4 Visits)
Yavapai
Heber (1 Visit)
Snowflake (3 Visits)
Chino Valley (2 Visits)
Alpine (1Visit)
Lake Havasu (6 Visits)
Humboldt (4 Visits)
Lakeside (3 Visits)
Show Low (1 Visit)
Prescott (8 Visits)
Pine (1 Visit)
Camp Verde (3 Visits)
Yarnell (1 Visit)
Young (1 Visit)
Payson (4 Visits)
Gila
Whitewriver (2 Visits)
Bouse (1 Visit)
Parker (3 Visits)
Peoria (4 Visits)
Miami (1Visit)
Globe (2 Visits)
La Paz
Cave Creek (2 Visits)
San Carlos (2 Visits)
Maricopa
Tolleson (3 Visits)
Scottsdale (5 Visits)
Glendale (2 Visits)
Phoenix (38 Visits)
Greenlee
Liberty (2 Visits)
Tempe (7 Visits)
Laveen (2 Visits)
Chandler (10 Visits)
Gilbert (1 Visit)
Littleton (1 Visit)
Maricopa (2 Visits)
Florence (1 Visit)
Casa Grande (17 Visits)
Pinal
Yuma (9 Visits)
Yuma
Graham
Somerton (3 Visits)
Marana (2 Visits)
Ajo (1Visit)
Bowie (1 Visit)
Tuscon (20 Visits)
Vail (2 Visits)
Willcox (3 Visits)
Pima
Sahuarita (3 Visits)
Benson (6 Visits)
Indian Oasis (1Visit)
Cochise
Ft. Huachuca (3 Visits)
Pearce (1 Visit)
Sierra Vista (7 Visits)
Sasabe (1 Visit)
Santa Cruz
Bisbee (2 Visits)
Nogales (11 Visits)
Douglas (17 Visits)
This information reflects the Project's response to technical assistance requests from school districts.

Type and level of support provided to Arizona's school communities as a whole.



% FTE's	37%	89%	91%	63%	80%
3.5 FTE	1.3 FTE	3.1 FTE	3.2 FTE	2.2 FTE	2.8 FTE

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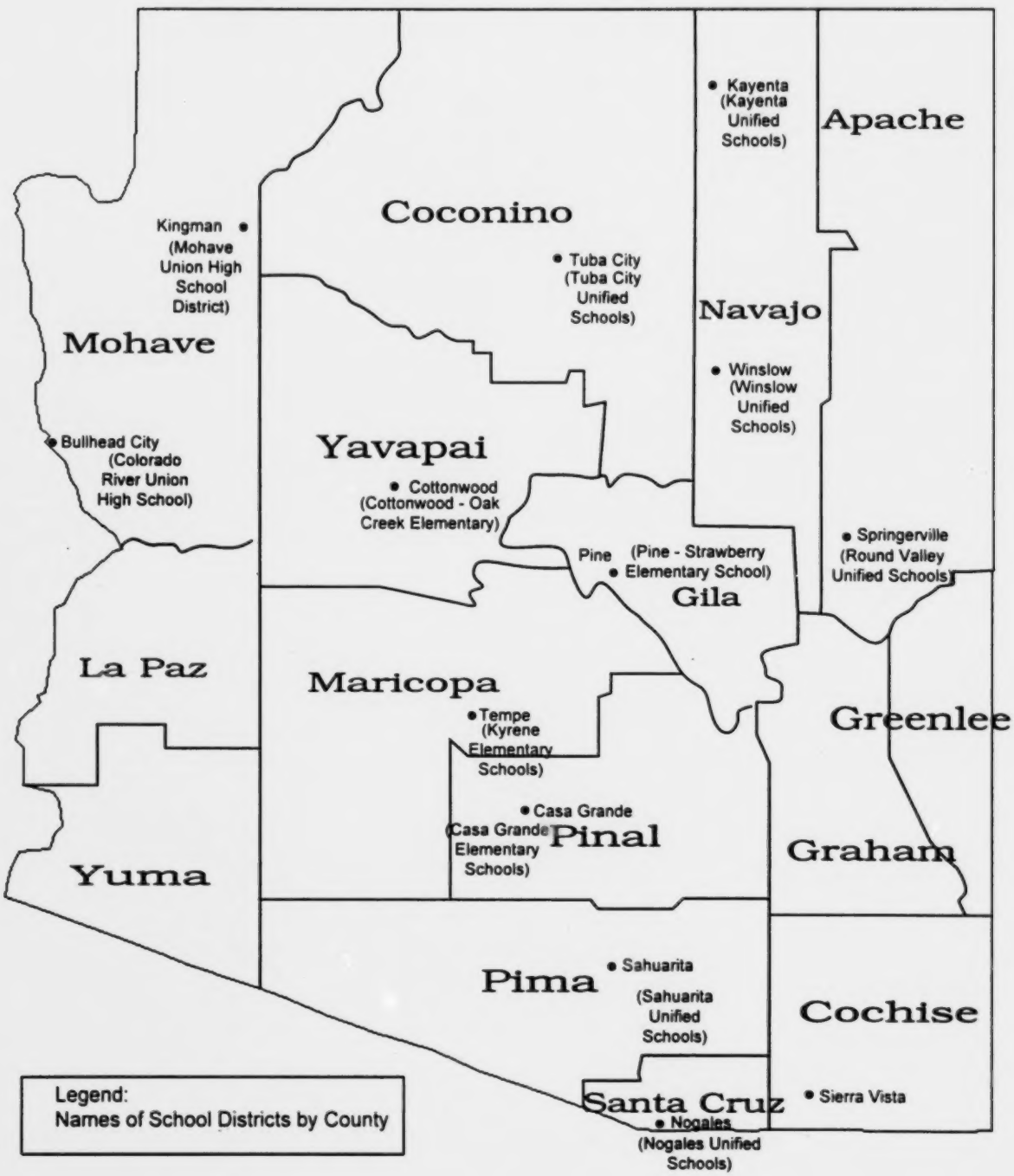
Location of model sites and Primary Contact Persons

Apache County		
Round Valley Unified Schools (Springerville)	Barbara Roth	(520) 333-2058
Coconino County		
Tuba City Unified Schools	Arlene Tuchewena	(520) 283-4949
Cochise County		
Sierra Vista Unified Schools	William Roach	(520) 458-4391
Gila County		
Pine-Strawberry Elementary School	Kathy Bohan Sue Myers	(520) 476-3283
Maricopa County		
Kyrene Elementary Schools (Tempe)	Mary Brownell Fran Brown	(602) 496-4681
Mohave County		
Mohave Union High School District (Kingman)	Marguerite Bainer	(520) 753-6216
Colorado River Union High School (Bullhead City)	Bridgette Howell	(520) 758-9594
Navajo County		
Kayenta Unified Schools	Evangeline Wilkinson	(520) 697-3251
Winslow Unified Schools	Shirley White	(520) 289-4603
Pima County		
Sahuarita Unified Schools	Barbara Smith	(520) 625-3502
Pinal County		
Casa Grande Elementary Schools	Linda Irvin	(520) 836-2111
Santa Cruz County		
Nogales Unified Schools	Jeanne Molera	(520) 287-0800
Yavapai County		
Cottonwood-Oak Creek Elementary	Robin Aitken	(520) 634-6743

Statewide Systems Change Project

Demonstration Sites
1990 - 1995



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MODEL SITES

Districts were selected to become model sites based on their willingness to commit the effort and resources to realize model elements. In 1990, the focus of model elements was to return students to public school from separate facilities, to increase opportunities to interact with nondisabled peers, and to focus on functional, community based programs. This has evolved to include successfully supporting students with significant disabilities in more inclusive settings for greater periods of time through the use of a collaborative team model.

Each model site was assigned a project coordinator responsible for supporting the district and building personnel. The project coordinator worked at each model site an average of two days a month over a two year period. The first step at each new site was to conduct a needs assessment. The "School Site Checklist" (Sailor, 1991) and the "Best Practice Guidelines for Meeting the Needs of All Students in Local Schools Survey" (Fox, 1991) were used to identify implementation site model element priorities. A memorandum of understanding was then developed incorporating the identified priorities. (See Appendix A.) District level planning teams were established to examine and change administrative policy and procedures, as needed. Building level planning teams were developed to plan school site activities that facilitated inclusion. Project staff also consulted with student centered collaborative planning teams and facilitated the process of adapting instruction and the curriculum for meaningful participation by the student. After two years of project support, the model site served as models for other programs in the region, disseminated project activities at state conferences, and participated as peer support cadre members in assisting other districts to implement best practice.

Model sites were developed in eleven of the fifteen counties of Arizona and included thirteen districts, four preschools, nineteen elementary schools, five junior high schools, eight high schools, and two community colleges. The implementation plan was individualized across sites and based on each communities identified priorities.

Characteristics of model sites in terms of service delivery types

Number and Percent of Students By Service Delivery Type

Grade Level	Home Class-Nonacademic Model	Social Integration Model	Collaborative Team-Supported Instructional Model	Number of Students
Primary	3%	15%	82%	71
Intermediate	25%	40%	35%	20
Junior High School	13%	1%	86%	64
High School *	30%	40%	30%	119
*Also in Community Based Instructional Program	64%	0%	36%	33**
K-12			100%	9
Number of Students	50	68	165	**283**
Totals	18%	24%	58%	

** Duplicate count of high school students

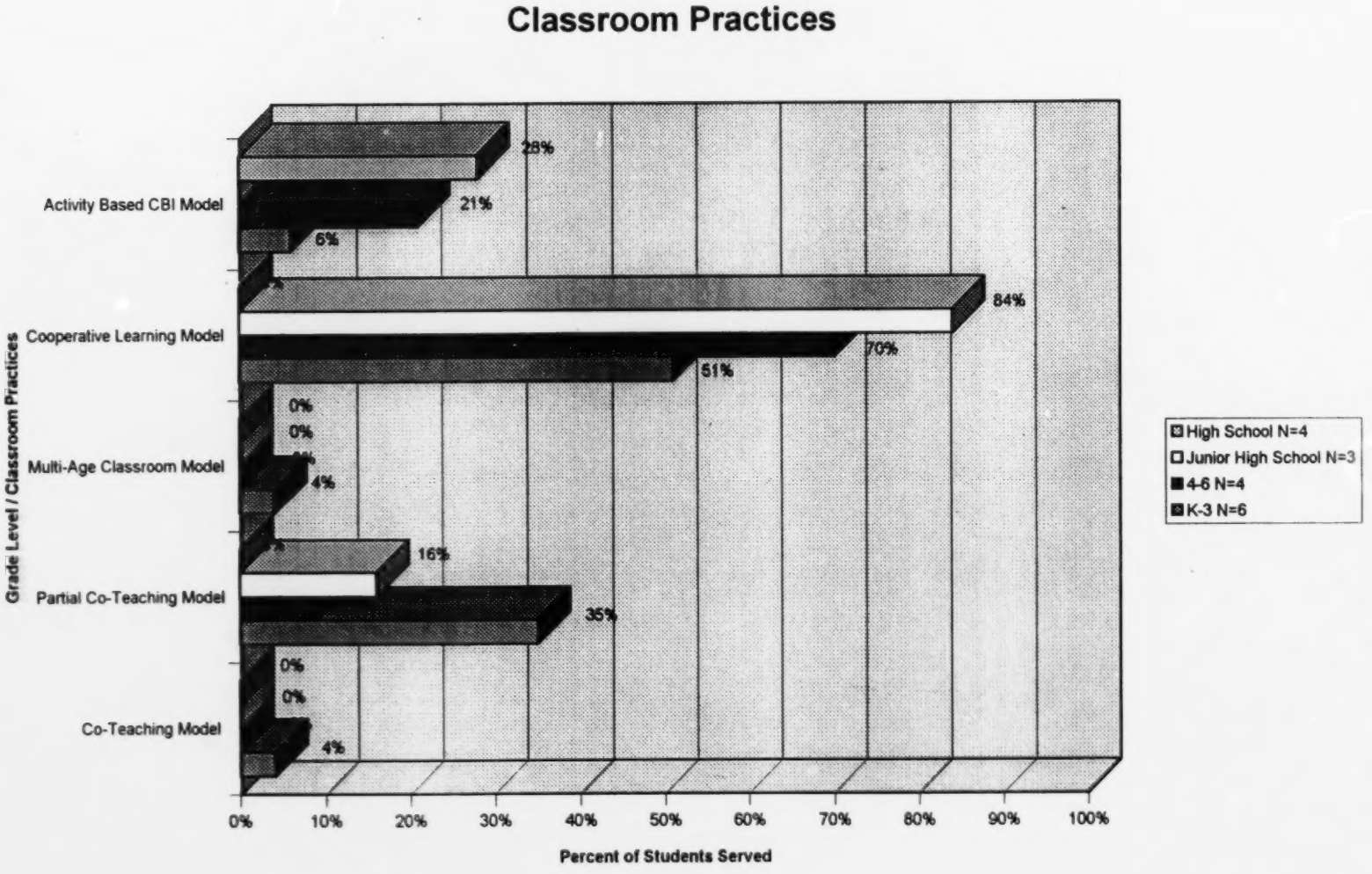
Model Components:

Home Class nonacademic model - the student participates in general education classroom during opening and closing activities and in activities in the areas of art, music, and physical education.

Social integration model - the student is included during general education classroom instruction to provide him or her with appropriate exposure to nondisabled peers. Does not complete instructional assignments.

Collaborative Team/Supported instruction model - Special education staff provide support services within general education classroom instruction.

Classroom practices employed at different grade levels.



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Model Components:

Co-teaching model - the special education teacher co-teaches alongside the general education teacher.

Partial co-teaching model - the special education teacher operates a pull-out program for a portion of the day, but also co-teaches within the general education classroom.

Multi-age classroom model - allows for multi-level instruction, e.g., combined grades 1-3. Focus is on key concepts to be taught, willingness to accept various types of student activities, and acceptance of multiple outcomes.

Cooperative learning model - involves heterogeneous groupings of students with a wide variety of skills working together in a general education setting.

Activity based/community based learning model - emphasizes learning in natural settings and uses functional skills appropriate in both school and community settings.

Paraeducators support for general education teachers at each level for each classroom model used at model sites

Grade Levels	Co-Teaching Model	Partial Co-Teaching Model	Multi-age Classroom Model	Cooperative Learning Model	Activity / Community Based Model
K-3	X	X	X	X	X
No. of para-educators	2	9.5	0	13.5	2
Range	1	1-4 1/school	N/A	1-3	0-2
No. of school districts	2	4	2	5	2
Grade 4-6		X		X	X
No. of para-educators		3*		5*	2
Range		1/school		1/school	1/school
No. of school districts		1		4	3
Junior High		X		X	
No. of para-educators		0		3*	
Range		N/A		1/classroom	
No. of school districts		2		2	
High School					X
No. of para-educators					5
Range					1-2
No. of school districts					3

* all paraeducators are in one school district

A combination of five classroom practices are utilized at the K-3 grade level.
A combination of three classroom practices are utilized at the 4-6 grade level.
A combination of two classroom practices are utilized at the junior high school level.
A combination on one classroom practice is utilized at the high school level.

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Level of Support to General Education Teachers

	Consultant Model				Partial Consultant Model			
	K-3	**Grade 4-6**	**Junior High**	**High School**	**K-3**	**Grade 4-6**	**Junior High**	**High School**
No. of G.E.* Teachers	40	14	30	12	10	46	11	0
Average hrs/wk. consult	6.8	2	6.7	7.5	3.8	1.5	3.5	0
No. of G.E. Teachers w/ para-educator support	24	13	16	12	10	46	0	6
Average hrs/wk of para-educator support	26	21	25	30	5	1	0	10
No. of School Districts	4	2	1	2	1	2	2	2

* G.E. General Education

Model Components:

Consultant model - the special education teacher, whose students have been distributed in general education classes, works with the general education teachers on a rotating basis. The special education teacher supports the general education teacher by adapting materials and/or co-teaching.

Partial consultant model - the special education teacher operates a pull-out program for a portion of the day, but also works with the general education teacher on a rotating basis to adapt materials.

Locations for the provision of related services

Grade Level	General Education Classroom	Special Education Classroom	Community Settings	Related Services Room
Elementary	62	36	19	77
High School		26*		
K-12	9			
Number of Students	71	62	19	77

Chart reflects a duplicated count as students receive related services in multiple settings at the elementary school level.

* School Districts D and I delivered related services during regular P. E. classes for two years, but due to staff limitations during the final year, the delivery of these services reverted to the Special Education classroom.

A process for determining the use of paraeducator support

Kyrene Elementary School District developed a model process for determining at what times of the day and for which activities a student would need the additional support of a teaching assistant/paraeducator. See Appendix B, Guidelines for Special Education Assistant Support.

Techniques for supporting collaborative team meetings by school districts

Collaborative team practices vary across districts and even across school buildings within the same district. Establishing collaborative teams and the subsequent support system which allows the teams to meet on a regular basis has been the slowest model element to implement. Formalized district-wide systems are present at four model sites. Formalized systems at some but not all school buildings occur at two model sites. Two smaller districts have established district supported meeting times for collaborative teams but due to low numbers the teams meet on an as needed basis. Creative strategies developed by districts to support collaborative team meetings include:

1) hiring substitutes two days a week for general education teachers,
2) early dismissal of all students one day a week,
3) coordinating teacher preparation periods by grade level, and
4) collaborative teaming by grade level during grade level elective pod (teachers still get their teacher preparation periods).

Information on additional personnel required to implement a full inclusion model in a rural unified K-12 school system

Kayenta Unified School District located on the Navajo Reservation serves children ages 3 to 21 years. In the Fall of 1991, children with disabilities were educated in self-contained special education classrooms. From the Fall of 1991 to the Spring of 1994, Kayenta moved from a self-contained special education classroom model to a full inclusion model for approximately eighty-six percent (86%) or one hundred eighty four (184) students with disabilities. In order to accomplish this, two additional teachers and four additional paraeducators were hired.

Implementation Issues:

The Statewide Systems Change grant funded 2.0 full time positions (FTE's) and the Arizona Department of Education funded 1.5 full time positions.

Project Staff Vacancies

The Project was down 2.5 FTE from July 1, 1990 to February 2, 1991.
The Project was down 2.0 FTE from February 2, 1991 to June 2, 1991.
The Project was down 1.0 FTE from June 2, 1991 to December 2, 1991.
The Project was fully staffed at 3.5 FTE from December 2, 1991 to December 14, 1992.
The Project was down .5 FTE from December 14, 1992 to May 29, 1993.
The Project was down 1.0 FTE from May 29, 1993 to August 11, 1993.
The Project was down 2.0 FTE's from August 11, 1993 to December 13, 1993.
The Project was down 1.0 FTE from December 13, 1993 to June 13, 1994.
The Project was fully staffed at 3.5 FTE from June 13, 1994 to November 8, 1994.
The Project was down 1.0 FTE from November 8, 1994 to June 30, 1995.

Logistically, these vacancies impeded completion and continuity of project activities. Primarily, consultants were hired to conduct regional workshops while Project staff attempted to maintain the continuity of implementation plan activities at all model sites when vacancies existed.

Establishing both a district wide commitment to the change process and building level teams ameliorated the impact caused when model implementation site staff vacancies occurred.

EVALUATION RESULTS

The overall goal for the model sites was to prepare individuals with severe disabilities to function as independently as possible in integrated adult environments by increasing:

a) the quality of Individualized Education Programs (IEPs) developed by achieving an overall rating of eighty percent (80%) when measuring each IEP objective on ten factors;

b) the amount of time students with significant disabilities have to interact with nondisabled peers in integrated school and community environments as measured on instructional setting data forms; and

c) the overall quality of the program by achieving a rating of eighty percent (80%) on all designated program quality indicators.

The *Student Activity Analysis Form* was used to assess a random sample across age levels of participating student's IEPs both prior to and following program implementation. The IEP factors analyzed were adapted from the research of Pam Hunt, Lori Goetz, and Jackie Anderson, 1986.

The *Instructional Setting Data Form* was used to collect data for a period of one week, Monday through Friday, for each student in the model site classrooms both prior to and following program implementation.

Information derived from the *Program Quality Indicators Guide* completed by the special education teacher at the end of each year the school participated in the project and the *School Site Checklist* (Part 3 of the Prototype Evaluation Instrument, Sailor, 1991) were completed annually by the Special Education Director and used in delineating the school district's accomplishments and identifying those areas which still needed to be addressed.

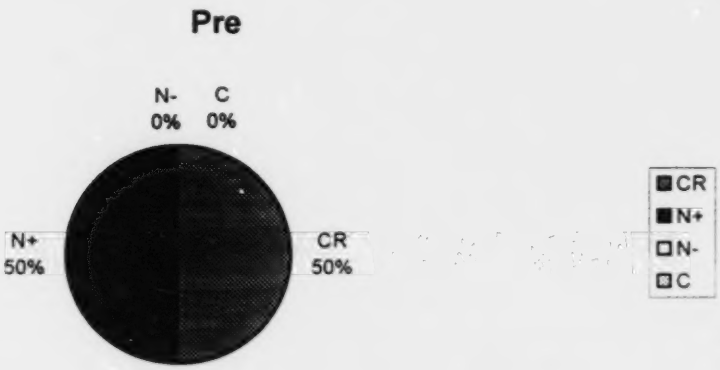
Evaluation forms employed at model sites are located in Appendix A.

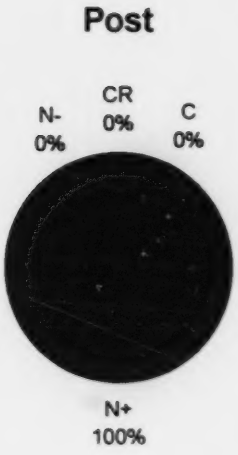
Evaluation Results Summary

The individual evaluation results for each school district participating as a model site are located in Appendix C.

Instructional Settings

Preschool





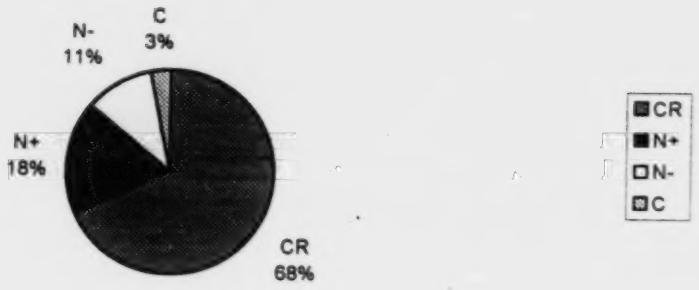
CR= Self Contained Classroom
N= Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

Number of schools: 2

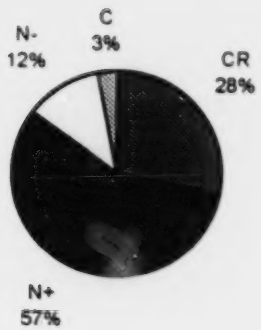
Instructional Settings

Elementary

Pre



Post



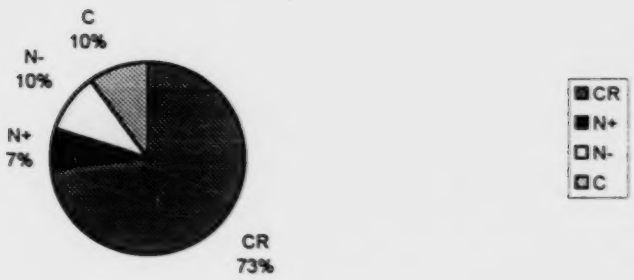
CR= Self Contained Classroom
N= Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

Number of schools: 15

Instructional Settings

Junior High School

Pre



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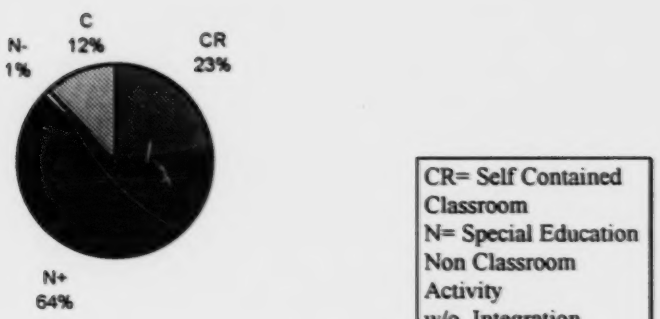
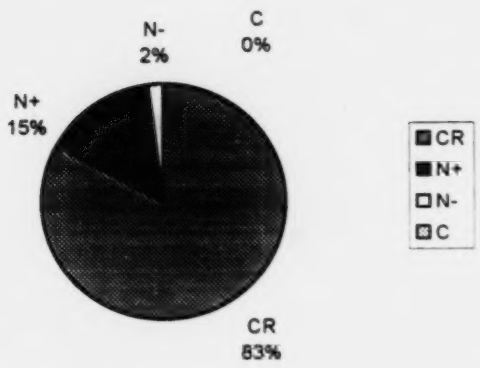


Number of schools: 5

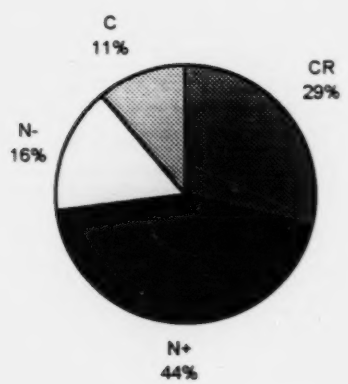
Instructional Settings

High School

Pre

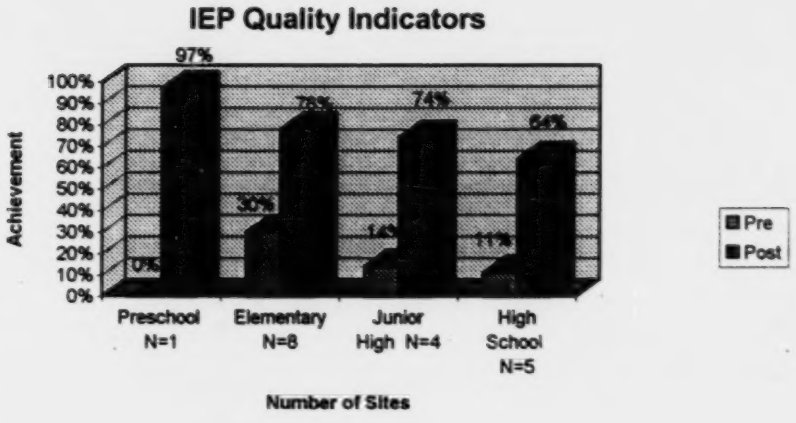


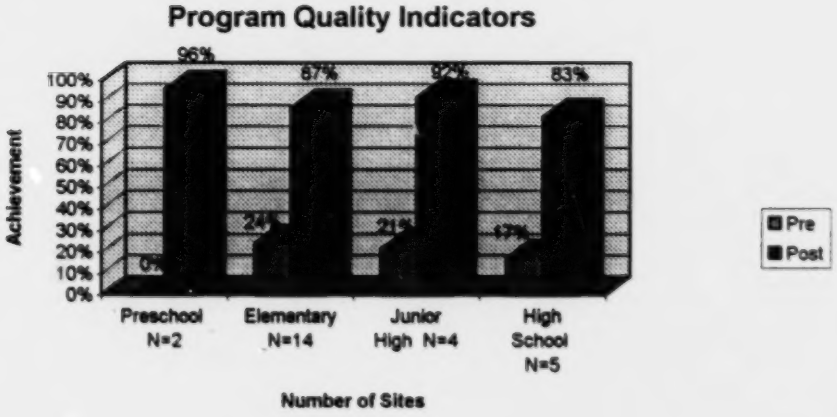
Post

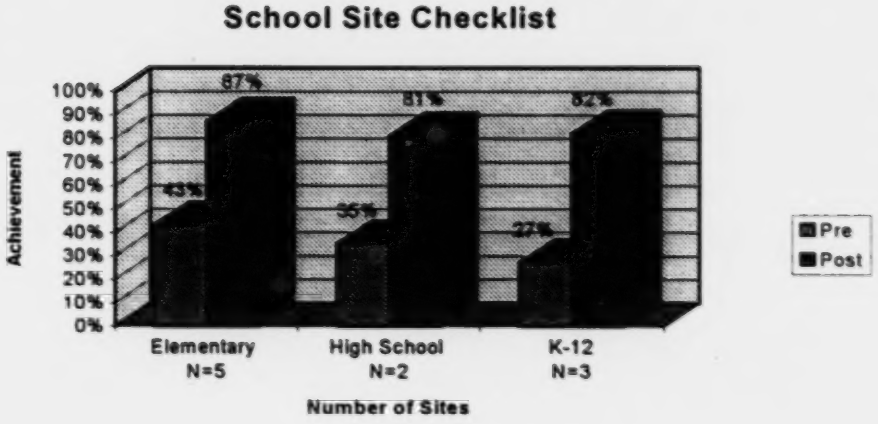


CR= Self Contained Classroom
N= Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

Number of schools: 6


IEP Quality Indicators
Achievement
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
97%
0%
30%
74%
14%
64%
11%
Pre
Post
Preschool N=1
Elementary N=8
Junior High N=4
High School N=5
Number of Sites


Program Quality Indicators
Achievement
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
96%
0%
87%
24%
92%
21%
83%
Pre
Post
Preschool N=2
Elementary N=14
Junior High N=4
High School N=5
Number of Sites


School Site Checklist
Achievement
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
87%
43%
81%
35%
82%
27%
Pre
Post
Elementary N=5
High School N=2
K-12 N=3
Number of Sites

SCHOOL PROFILES

School District A is located in rural Central Arizona in a town with a population of 19,000. Several major employers have moved into the area in recent years, thus contributing to rapid growth in the local school system. School District A is an elementary school district with eight schools.

School District B is in one of the fastest growing areas of Northwest Arizona. The approximate population of the community is 22,000. The primary economic supports in the area are from tourism and the hydroelectric facilities and generating stations. School District B is a high school district with two schools.

School District C is located in a valley in rural Central Arizona with a population of approximately 6,000. Employment in the area is mainly from retail and from service positions for the tourist industry. School District C is an elementary district with three schools.

School District D is located in Northeastern Arizona on the Navajo Reservation in a community with the population of 4,500. The community is considered a growth area in Northern Arizona. Economic activities in the area include tourism, services, and mining. School District D is a unified school district with four schools.

School District E is located in Central Arizona adjacent to Phoenix, the largest metropolitan area in Arizona and has a population of 142,000. School District E is an elementary district with sixteen schools.

School District F is in Northwestern Arizona and is the largest town in the area with a population of 13,000. The area is a regional trade, service, and distribution center. Tourism and manufacturing are the leading industries. School District F is a high school district with one school.

School District G is located on the Mexico border, 63 miles south of Tucson, Arizona. The community has a population of 20,000. School District G is a unified school district with eight schools. During the 1993-1994 school year, School District G returned all seventeen students to their district who had previously been placed at a separate special school in the area. The Program Specialist working with this district died unexpectantly in November 1994. A hiring freeze prevented filling the vacancy so post evaluation data is unavailable.

School District H is a small elementary rural school in the mountains of North Central Arizona. The district serves two small communities with a combined population of approximately 1,000. The communities are rapidly growing vacation and retirement centers with the commercial sectors dependent on weekend tourists and second home residents.

School District I is a unified school district with four schools located in the foothills of the White Mountains. The combined population of the two communities in the area served by the schools is approximately 6,000. The economy of the area is shaped by tourism, agriculture, construction, forest service, hunting, fishing, lumbering and retail sales.

School District J is a rural school district with four schools located in Southern Arizona about 25 miles south of Tucson and serves approximately 1,789 kindergarten through twelfth grade students from surrounding communities. The combined population of the communities in the area is 9000. There is a large retirement community in the area. The economy relies primarily on ranching, farming, and retail sales.

School District K is located in Northeastern Arizona on the Navajo Reservation. The population of the community is 4,000. The community has been designated a major growth center in the area and is an administrative and educational center. Principal economic activities in the area include services, mining, and public administration. School District K is a unified school district with six schools.

School District L is in Northern Arizona and serves a community with a population of approximately 8,000. Principal economic activities are diversified and include the railroad, tourism, a prison, manufacturing, trade, and retail businesses. School District L is a unified school district with five schools.

School District M is located in rural southeastern Arizona in the largest town in the area with a population of 33,000. A military base is located in this town and directly impacts the population base. School District M is a unified school district with eight schools. They elected to establish a community college model with Project support. The Program Specialist working with this district died unexpectantly in November 1994. A hiring freeze prevented filling the vacancy so evaluation data is unavailable for this site.

PRESCHOOL PROGRAMS

The models of integration for children 3 to 5 years old included educational settings for normally developing preschool children, partial integration for a part of the day in a preschool program which does not typically have a special education component, and a reverse integration program in which normally developing peers are enrolled in special education classrooms for preschool children with disabilities. A self-contained class is defined as children with varying disabilities grouped together in a preschool classroom where there are no nondisabled children; however, there are regular kindergarten classes on the campus and provisions are made for social integration at various times of the day.

The preschool participating sites were all in public school districts and provided a variety of service delivery models. These models included integrated models, reverse integration models, and one self-contained model which had scheduled and planned integrated activities with

kindergarten students. At the integrated sites, half the students had disabilities and half the students did not have disabilities. The reverse integration sites varied their methods of integration. Some sites enrolled part-time nondisabled peers while other sites had planned activities with a Kindergarten classroom. All sites provided related services consisting of speech therapy, occupational therapy, and physical therapy. One site also provided a Vision Impairment Specialist and a Hearing Impairment Specialist. Most sites provided services two and a half hours daily, four days a week, with the exception of one site. This site provided services five hours daily for four days a week. This site was a fully integrated model.

Educational distribution of preschool aged children with severe disabilities

Percent of preschool students in	December 1, 1991 census	December 1, 1992 census	December 1, 1993 census	December 1, 1994 census
Integrated Settings	43%	46%	53%	41%
Self-contained Settings	50%	49%	41%	50%
Special Schools	6%	4%	5%	8%
Home Settings	1%	1%	1%	1%
Number of Preschool Students	401	513	570	746

From 1991 to 1993, preschool data indicates an increase in the percentage of children in integrated settings, and a decrease in the percentage of children in self-contained settings and in separate special schools. The data system for the December 1, 1994 census was changed to coincide with the federal definition, i.e., children served in the regular classroom for 80% of the day; and self contained refers to students served in this setting 60% of the day. While preschools still employ the models of integration described, the more specific higher percentages of time used on the December 1, 1994 census reflects an overall change in the percentage of preschool children served in integrated settings.

COMMUNITY COLLEGE PROGRAMS

In Arizona, there are several programs for students with severe disabilities located on Community College campuses. Students ages 18-22 continue their community based instruction, attend college courses, and improve their job skills training on these campuses. Students are able to work on their IEP goals and objectives in a college setting with typical age peers. These programs give the students an opportunity to continue to experience growth in their social skills by interacting with other nondisabled peers. Participants in these programs must meet the community skills and admission requirements agreed upon by the participating school districts and the community college governing board. See Appendix D for letter of agreement. As a result of these cooperative programs students are able to:

- Access selected college facilities and services (e.g., classes, library, cafeteria, student union, etc.).
- Develop the ability to care for personal needs and possessions.
- Improve transportation skills.
- Improve social, functional academic and behavioral skills.
- Access varied vocational training opportunities at the college (e.g., maintenance, cafeteria, grounds, laundry, etc.).
- Engage in age appropriate leisure activities.
- Participate in extracurricular activities (e.g., football games, concerts, plays, fund-raisers, student council activities, etc.).
- Membership in campus clubs and organizations.

Arizona's community colleges are governed by each of the county community college governing boards and do not have a direct affiliation with the 227 public school districts. This fact compelled the need for interagency agreements to be developed between the cooperating school districts and the community college (see Appendix D). Some of the areas the agreements covered included:

- Which agency provided and approved the instructors to teach the classes.
- Which agency paid the instructors.
- Which agency developed the course work and scheduling.
- Which agency assumed the liability coverage for the students.
- How the tuition fees were determined and how they were paid.
- How credits were assigned and by which agency.
- How transportation was provided to the students.
- How to determine where classroom space would be located for the students.

The community college programs in Arizona are closely aligned with the district's transition programs. In many cases, the funding required to develop and maintain these programs was arranged through various transition grants. Arizona had discretionary funding assistance available to special education programs which provided the startup costs for the community college programs that were established throughout the state.

A variety of credit and non-credit courses were developed to meet the needs of the students with disabilities. They included: Soft Aerobics, DC Module 1-Ohm's Law, Ceramics I, Word Processing I, Blueprint Reading, Individual Reading Improvement, Aqua Fitness, Basic Sign Language, Consumer Math, Sexuality and the Developmentally Delayed, Home Cooking, Art, Weight Training, and a variety of other offerings.

The community colleges also provided on site job opportunities for the students with special needs Many of the students worked in the cafeteria, grounds crew, maintenance crew, custodial crew, library, and a variety of different campus locations.

Many of the community colleges created campus organizations to assist the students with special needs who attended the colleges. The organizations were designed to promote social contact between the students, provide for social integration opportunities, and to provide assistance and campus orientation to students with disabilities.

DISSEMINATION ACTIVITIES

Fiscal Year 1990-1991:

National TASH Conference in Chicago , December 1990.
Promoting Best Educational Practices in Rural Arizona Using a Peer Consultation Model (Project staff)

Annual State Conference "Integration: The Future is Now!" in Phoenix, March 1991
Presentations by model site staff:
Using Building Based Teams Which Support Students in Regular Classrooms
Integrating Students with Moderate to Severe Disabilities in School and Community Based Instructional Programs
I Can Understand, Speak, Read, and Write, But I Do It Differently
A Bridge to College
Parent Power-The Pragmatic View

Fiscal Year 1991-1992:

Arizona Director's Institute in Phoenix, October 1991.
Integration: An IDEAL Way of Thinking (Project staff)

Arizona CEC in Phoenix, February 1992.

Best Practices for Students with Severe Challenges (Project staff)
Presentations by model site staff:
Renewed Vision for Special Education: Full Inclusion Model
A Bridge to College

Annual State Conference "Valuing Differences" in Phoenix, March 1992.

Presentations by model site staff:
Transdisciplinary Team Related Services in the Regular Classroom
Renewed Vision for Special Education: Full Inclusion Model
Independence and Integration
Celebrating Differences
CBI from A to Z
The Bridge Project and Beyond
A Rural Model for Full Integration

Fiscal Year 1992-1993:

National TASH in San Francisco, November 1992.

Developing a Demonstration Site: A Model to Promote Best Practices. (Project staff)

Arizona CEC in Phoenix, February 1993.

Creating Successful Integration Opportunities for Children with Severe Disabilities. (Project staff)

Annual State Conference "Making Everyone Belong" in Phoenix, March 1993.

Presentations by model site staff:
On the Road to Total Integration
Smoothing the Way to Total Inclusion

Peer Tutor Conference in Phoenix, March 1993.

Presentations by model site staff:
A Kid to Kid Connection
Circle of Friends
Celebrating Differences
So You Want to be a Peer Tutor?
We've Moved!
Meeting the Needs of the Cognitively Challenged with Technology at Home and in the Workplace
Facilitated Communication for Peer Tutors
Circle of Friends: The Importance of the Continuing Process
What an Attitude!

Fiscal Year 1993-1994:

National TASH in Chicago, November 1993.
Arizona Rural Schools for all Students. (Project staff)

Annual State Conference " Celebrating Abilities" in Phoenix, March 1994.
Presentations by model site staff:
One Day At A Time
The Emerging Role of the Paraprofessional
He Bites, Hits, Kicks, and Scratches Me and You Expect Me to Teach Him.

Summer Teacher Training Institute in Casa Grande, June 1994.
Presentation by model site staff:
Integrated Related Services
Integrated Preschool Services
Facilitating a Full Inclusion Model at the Elementary Level
Facilitating a Full Inclusion Model K-12 Level
Communication Training

Fiscal Year 1994-1995:

Director's Institute in Phoenix, October 1994.
Building Inclusive Schools (Project staff)

Project Director's Meeting in Washington, D.C., November 1994.
A Poster Session in conjunction with the Arizona Deaf-Blind Project. (Project staff)

National TASH in Atlanta, December 1994.
A Pictorial Demonstration of Methods to Facilitate Systems Change in Arizona (Project staff)
The Process of Inclusion: Creatively Analyzing Classroom Activities to Include Students with Severe and Multiple Disabilities. (Model site staff)

Arizona CEC in Phoenix, February 1995.
Including Students with Challenging Behaviors in Typical Classrooms (Project staff)

Annual State Conference "Building Bridges: Arizona's Efforts to Include Everyone" in Phoenix, March 1995.

Building Inclusive Schools (Project staff)
Presentations by model site staff:
Teaming and Inclusion: a Successful Combination for All Preschoolers
A Rural School Inclusion Model: An Inderdisciplinary Approach
Paraeducators, More Than Just Aides
The Collaborative Consultation Model: What is it? How is it implemented? How does it promote differentiation of instruction for all students?
Beyond the High School: Into the Community College

Nevada State Conference "Inclusion '95: Making It Happen!" in Lake Tahoe, March 1995.

Perpetuating Systems Change

Texas State Conference "Inclusion Works" in Corpus Christi, April 1995.

Perpetuating Systems Change (Project staff)

Wyoming State Conference " Symposium on The Least Restrictive Environment" in Casper, April 1995.

Perpetuating Systems Change (Project staff)

SECONDARY IMPACT OF PROJECT ACTIVITIES ON LOCAL EDUCATION AGENCIES (LEAs)

The Program Quality Indicators Survey (Meyer, 1992) which looks for overall commitment to inclusion was sent to all school districts in Arizona in October 1993. The table represents those school districts who scored seventy percent or better in each of the areas listed.

County	Philosophy	Program Design	Systematic Instruction	IEP	Team Collaboration
Apache	Round Valley Schools	Round Valley Schools	Round Valley Schools	Round Valley Schools Sanders	
Cochise	Benson Ft. Huachuca Palominas	Benson Ft. Huachuca	Benson Douglas Sierra Vista	Benson Ft. Huachuca Palominas Tombstone	Palominas Sierra Vista
Coconino	Flagstaff Tuba City Williams	Flagstaff Page Tuba City Williams	Flagstaff Tuba City Williams	Flagstaff Page Tuba City Williams	Flagstaff Tuba City
Gila	Miami Payson H.S. Pine	Payson H.S. Pine	Payson Unif. Pine	Miami Payson Unif. Pine San Carlos	Payson H.S. Pine
Graham	Safford	Safford	Safford Solomonville	Safford Solomonville	
Greenlee	Duncan	Duncan	Duncan	Duncan	Duncan
La Paz			Parker		Quartzsite
Maricopa	Balsz Cartwright Cave Creek Gilbert Kyrene Littleton Paradise Valley Pendergast Phoenix UHS Roosevelt	Kyrene Littleton Paradise Valley Phoenix UHS Queen Creek Roosevelt	Balsz Cave Creek Glendale El. Kyrene Liberty Littleton Nadaburg Paradise Valley Pendergast Phoenix UHS Roosevelt	Alhambra Chandler Kyrene Littleton Nadaburg Paradise Valley Phoenix UHS Queen Creek Roosevelt	Balsz Kyrene Liberty Littleton Paradise Valley

County	Philosophy	Program Design	Systematic Instruction	IEP	Team Collaboration
Mohave	Colorado City Unif. Colorado River UHS	Colorado City Unif. Mohave UHS	Colorado City Unif.	Colorado City Unif. Colorado River UHS Kingman El.	Colorado City Unif.
Navajo	Cedar Kayenta Showlow Snowflake	Cedar Kayenta Showlow Snowflake	Cedar Kayenta Showlow Snowflake	Cedar Kayenta Showlow Snowflake	Cedar Kayenta Snowflake
Pima	Marana Sahuarita Sunnyside	Flowing Wells Marana Sahuarita Sunnyside	Flowing Wells Marana Sahuarita Sunnyside	Marana Sahuarita Sunnyside	Marana Sunnyside
Pinal	Eloy Oracle	Eloy Oracle	Eloy Oracle	Eloy	Eloy Oracle
Santa Cruz	Nogales	Nogales	Nogales	Nogales	Nogales
Yavapai	Chino Valley Kirkland Prescott	Chino Valley Kirkland Prescott	Chino Valley Kirkland Prescott Sedona	Chino Valley Kirkland Prescott Sedona	Chino Valley Kirkland Sedona
Yuma	Yuma El.			Yuma El.	
Total Number of School Districts	38	33	41	45	25
Number of counties represented/ Total number of counties	14/15	13/15	14/15	14/15	12/15

Census Data
December 1, 1994

County	Number Students w/ Severe Disabilities	Total number Students w/ Disabilities	Percent Incidence	No. School Districts Serving Students w/ Severe Disabilities	Total number School Districts
Apache	84	1433	5.9%	10	11
Cochise	108	2410	4.5%	10	23
Coconino	144	2089	6.9%	5	8
Gila	58	1287	4.5%	6	8
Graham	42	526	8.0%	5	7
Greenlee	10	193	5.2%	3	3
La Paz	16	399	4.0%	2	6
Maricopa	2296	38818	5.9%	46	56
Mohave	101	2428	4.2%	10	13
Navajo	113	2168	5.2%	10	11
Pima	650	11931	5.5%	15	16
Pinal	168	3011	5.6%	15	20
Santa Cruz	56	659	8.5%	3	7
Yavapai	98	2128	4.6%	13	21
Yuma	142	2259	6.3%	7	9
ASDB, PDSD, Coops	98	715 130		2	2
Totals	**4184**	**72584**	**5.8%**	**162**	**221**

Seventy three percent (73%) of all school districts in Arizona have children with severe disabilities residing within their cachement area whom they serve. There are fifty-nine school districts (27%) which do not have students with severe disabilities residing within the school district.

Severe disabilities refers to children with multiple disabilities, multiple disabilities with severe sensory impairments, autism, moderate mental retardation, severe mental retardation, and preschool severe delays.

SUMMARY

Effectiveness of the Arizona Statewide Systems Change Project

At Model Sites:

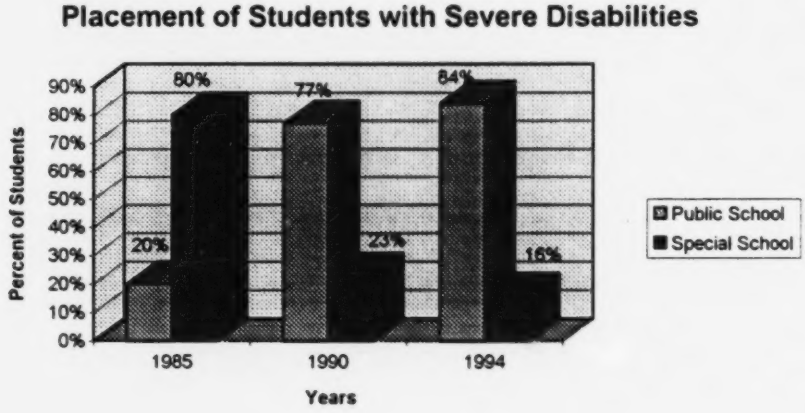
Evaluation Instruments	Pre Evaluation Data	Post Evaluation Data	Overall Project Goal
Instructional Settings- Amount of Time in General Education Classroom	22%	66%	- increase amount of time to interact with nondisabled peers
IEP Quality Indicators	14%	78%	80%
Program Quality Indicators	16%	90%	80%
School Site Checklist	35%	83%	80%

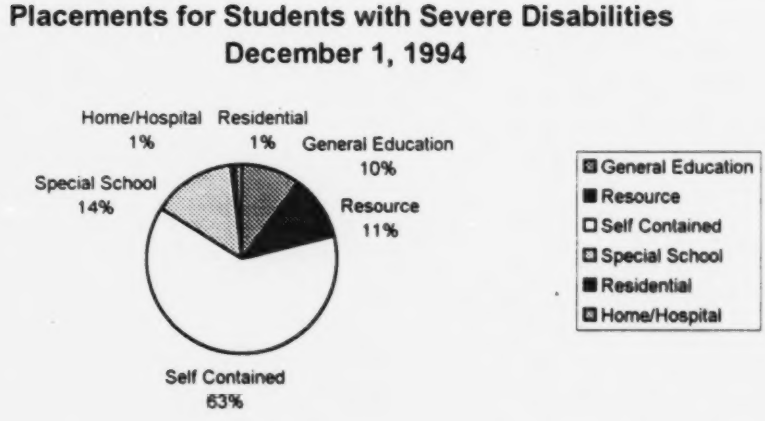
Inclusion means that a child is enrolled in the general education classroom with individualized appropriate special education services and supports provided in that environment. Generally, elementary schools, particularly the primary grades, employed more numerous and varied combinations of classroom practices to facilitate inclusion. Five classroom practices were employed at the K-3 level as opposed to three at Grade 4-6, two at the junior high level and one at the high school level.

The most frequent service delivery type employed was the collaborative team supported instructional model at the primary and junior high level. At the intermediate and high school level, the social integration model and the collaborative team supported instructional model were employed with slightly more students served through a social integration model.

Statewide:

Impact of the Arizona Statewide Systems Change Project on the placement of students with severe disabilities





The overall goal was to build the capacity of school districts to effectively support individuals with severe disabilities in inclusive school and community settings. Factors contributing to the success of project activities include:

Statewide Training Opportunities

- extensive regional training opportunities for building level teams
- an annual two day statewide conference
- three peer tutor conferences, one day each for elementary students, junior high school students, and high school students
- an annual five day teacher training institute

A total of 200 days of training was offered across eleven regional sites in Arizona.

School Based Technical Assistance

- establishing a peer support cadre to perpetuate systems change in Arizona

Three hundred eighty-eight days of on site technical assistance provided to seventy-seven sites.

Regional Model Sites

- establishing model sites available for visitation in eleven of Arizona's fifteen counties

Thirteen model sites established which included four preschools, nineteen elementary schools, five junior high schools, eight high schools, and two community colleges.

Project Advisory Committee

- establishing an interagency council to promote changes that improve services and opportunities for Arizona's children and adults with significant disabilities

The interagency council's proposals resulted in Arizona being selected to participate in:

- a three year comprehensive inservice training project through the NIDRR funded Rehabilitation Research and Training Center on Positive Behavior Support
- the replication of Project Life with Michael Giangreco at the Center for Developmental Disabilities at the University of Vermont
- a Transition Project for individuals who are deaf-blind through the Helen Keller National Center/Technical Assistance Center
- developing Arizona Guidelines for Educating Students with Deaf-Blindness

Inclusion is a carefully planned program that brings out the best in general and special educators for the benefit of all students.

PRODUCTS LIST

Building Inclusive Schools (flyer)

Guidelines for Educating Students with Severe Disabilities (manual)

Incorporating the Use of Nonaversive Behavior Management (manual)

Positive Behavior Support Participant Workbook

REFERENCES

Fox, T. & Williams, W. (1991) *Implementing Best Practices for all Students in their Local School.* Vermont Statewide Systems Change Support Project, Burlington, Vermont.

Hunt, P., Goetz, L., & Anderson, J. (1986) "The quality of IEP objectives associated with placement on integrated versus segregated school sites." Journal of the Association for Persons With Severe Handicaps 11(2), 125-130.

Meyer, L.H., Eichinger, J., & Downing, J. (1992) *Program Quality Indicators (PQI): A Checklist for most promising practices in educational programs for students with disabilities.* Syracuse University School of Education, Syracuse, New York.

APPENDIX A

EVALUATION FORMS
MEMORANDUM OF UNDERSTANDING

ARIZONA DEPARTMENT OF EDUCATION

SYSTEMS CHANGE PROJECT

PROTOTYPE EVALUATION INSTRUMENT

June, 1991

Constructed by

Wayne Sailor, Ph.D.

California Research Institute
San Francisco State University

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Adapted from:

- California Research Institute (1991). *LRE Site Survey*.
- Halvorsen, A. (1991). *PEERS Guidelines for LEA Needs Assessment on LRE*. California Department of Education.
- Meyer, L.H., Eichinger, J., & Park-Lee, S. (1987). A Validation of Program Quality Indicators in Educational Services for Students with Severe Disabilities. *The Journal of The Association for Persons with Severe Handicaps*, *12*(4), 251-263.

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ARIZONA DEPARTMENT OF EDUCATION

SYSTEMS CHANGE PROJECT

PROTOTYPE EVALUATION INSTRUMENT

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The written plan may be long-or short-range involving all or some of the classes for disabled students. If no such plan exists, the evaluators may wish to recommend that the LEA initiate plan development through a "support team" or LEA Committee involving representatives of all interested constituencies (administrators from general and special education, parents, teachers, related service personnel, PTA, Special Education Advisory Committee, interested community agencies, etc.)

Where an integration plan exists, the evaluator should use the criteria in Part 1 for evaluation of plan components in order to determine whether all areas such as: LRE policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, and the definition of what integration should"look like," as well as how interaction will be facilitated, have been addressed.

Where specific plan components are missing or inadequate, the evaluator can use the data to provide input to the LRE support team, if one exists regarding expansion or modification of the written plan. The Evaluator may also wish to refer to Part 2 Background Information, for additional interview questions which can supplement written plans.

PART 1
EVALUATION OF THE LEA'S WRITTEN INTEGRATION PLAN

(If no written LEA integration plan has been developed, proceed to Part 2)

Have the following dimensions been addressed adequately in the LEA Plan? Check all that apply:

1. LEA policy statement on LRE:
   - exists._____
   - in development, assistance requested._____
   - too broad/noninclusive of students with severe disabilities._____
   - needs development._____

2. Definition of integration and rationale for integration for all students with disabilities:
   - All components included._____
   - Missing key features._____
   - In development, assistance required._____
   - Needs development._____
   - Rationale not included, needs development._____
   - Other._____

3. Student selection and placement plans including:
   - Factors for consideration (e.g., heterogeneity, age-appropriateness of class/school for students, geographic location, etc.) have been delineated._____
   - No guidelines as yet._____
   - Guidelines are in development, assistance requested._____
   - Process for student placement has been well defined._____
   - process needs development, assistance requested._____
   - Other:_____

4. Physical plan selection criteria and availability:
   - Criteria have been delineated and are comprehensive._____
   - No criteria as yet, need assistance in developing._____
   - Space availability survey for LEA:

Complete_____ Not yet completed_____

5. Accessibility of available sites:
   - All sites have been evaluated for accessibility (interior/exterior)._____
   - No assessment as yet._____
   - Assessment complete; modifications to some sites will be required._____
   - Modification plans developed._____

6. Teacher, paraprofessional and related services personnel selection/assignment:
   - Guidelines for selection/job descriptions are adequate and in place._____
   - Not in place, need assistance to develop._____
   - Teachers paraprofessionals and related services personnel have_____ have not_____ had input into guidelines and selection process.
   - Teachers, paraprofessionals and related services personnel have been assigned._____

7. Organization of administrative responsibility across programs:
   - LEA/special education, general education, related services delineated_____ not yet defined_____
   - Service delivery plans and administrative responsibilities within system clearly defined_____ not yet defined_____ (e.g., chain of command; who will supervise integrated teachers, who does teacher report to, etc.)

     Comments:_____

     _____

     _____

8. Interagency agreements and involvement (if needed): Organization and assignment of related services:
   - Interagency agreements (e.g., with health services agency) are in place and do not present constraints to integration plan._____
   - Agreements need revision for integration to be effective._____

- Related service assignments have been worked out_____ not worked out_____
- Related service personnel are involved____ are not involved _____ need to become involved in integration planning_____

9. Continuity of integrated program across ages/school levels (elem/mid/hs/postsecondary):
   - Plans and timelines exist for classes across feeder schools. Plans do not yet exist, no specific timelines in place._____
   - Plans exist but space unavailable and/or in negotiation._____
   - No plans, assistance requested._____

10. Preparation of Special Education staff (faculty and administration):
    - Comprehensive inservice plan has been developed_____ . is being implemented._____ is in development._____ assistance requested._____
    - Topics for inservice:
      address needs concerning integration._____
      need expansion to cover integration._____
    - Resources for inservice (e.g., released time) are_____ are not_____ available; assistance requested_____. (*See also Part 2)*

11. Information/Training for parents of all students with disabilities:
    - Comprehensive parent information/training plan has been developed._____ is in development_____. assistance requested_____
    - Topics for inservice:
      address needs concerning integration._____
      need expansion to cover integration._____
    - Resources for parent training (e.g., released time for teachers: day care for parents) are_____ are not_____ available; assistance requested _____(*See also Part 2.*)
    - Parents are_____ are not _____currently involved in integration planning.

12. Preparation of General education administration:
    - Comprehensive inservice plan has been developed._____ is being implemented._____ is in development_____ assistance requested._____

- Topics for inservice
  address needs concerning integration._____
  need expansion to cover integration._____
- Resources for inservice (e.g., released time) are_____
  are not_____ available; assistance requested_____

13. Preparation of school site(s) personnel
    - Comprehensive inservice plan has been developed._____
      is being implemented._____ is in development_____
      assistance requested._____
    - Topics for inservice
      address needs concerning integration._____
      need expansion to include integration._____
    - Resources for inservice (e.g., released time) are_____
      are not_____ available; assistance requested_____
    - Mechanism is_____ is not_____ in place for ongoing support to principals concerning integration.

14. Preparation of general education students at all targeted school sites:
    - Comprehensive inservice plan has been developed._____
      is being implemented_____ is in development_____
      assistance requested_____
    - Topics for inservice
      address needs concerning integration._____
      need expansion to include integration._____
    - Resources for inservice (e.g., released time) are_____
      are not_____ available ; assistance requested_____
      (see also Part 2)
    - Plans have_____ have not_____ been approved by site principal/faculty.
    - Site preparation will_____ will not_____ occur in advance of move of students with disabilities to site as well as after class(es) are present.

15. Preparation of parents of general education students:
    - PTA(s) has_____ has not_____ been involved in or been made aware of integration plans.
    - Principals will have responsibility for informing/involving parents through school bulletins, PTA meetings, etc. _____ .

16. Strategies to facilitate effective integration/interactions on site:

- District and school site practices which will facilitate interactions have_____ have not_____ been delineated (e.g., inclusion in activities across environments, teacher responsibilities within the school, transportation schedules and coordinated school hours, etc.) (*See Part 2*)
- Mechanisms and procedures are in place_____ are being developed_____ do not exist_____ for creating structured interaction programs (e.g., peer tutoring, special friends, regular class placement) to involve general education students (i.e., in-class assistance for participation, Work Experience, service credits, elective courses). (*See Part 2*)
- IEP goals and objectives for students with disabilities do_____ do not_____ reflect integrated placement and interaction opportunities.
- Each school site has developed_____ is developing_____ its own integration plan.
- School site plans do not exist, assistance is requested._____
- Other:_____

_____

_____

17. Evaluation of integration practices:

- Observational data have been_____ have not been_____ will be_____ collected to evaluate integration on an ongoing basis across sites.

•Other types of data	Collected or To Be collected	Not Collected or To BeCollected
% of instructional time spent in integrated school and community environments	_____	_____
Attitudinal data (general education students' attitudes toward students with disabilities)	_____	_____
Social validity data (e.g., consumer satisfaction from parent, student w/disabilities, administrator viewpoint)	_____	_____
Data on rates and quality of social interaction between students w/disabilities and general education peers.	_____	_____

- Other: _____

  _____

- No program evaluation plan exists, assistance requested._____

18 School Site Planning Team Issues:

- A school site planning team consisting of general education and special education teachers exists at the site_____ is planned for the site_____ does not exist and is not planned._____
- Parents (general, special or both) are_____ are not_____ included on the school site planning team.
- The school site planning team currently advises the principal on integration and placement issues of students with disabilities. This activity_____ is planned; _____ unlikely to occur_____.

PART 2
BACKGROUND INFORMATION

Part 2 is not intended to be used as a format for a single interview of one individual by the person conducting the evaluation. Given the number of questions and the scope of areas covered, Part 2 data should be collected through several observations, discussions with the LRE support team (where one exists), or through conversations and/or interviews with: the director of special education, as well as the administrators specifically in charge of special classes/programs for students with disabilities, principals, special education teachers, parents of students with disabilities, advisory committee members, and related service personnel.

Part 2 information will assist in identifying the history and goals of the LEA or Cooperative with respect to integration; attitudes within the LEA or Cooperative toward integration; what resources exist to support integration; whether space within accessible schools is a problem for the integration efforts, and whether issues such as transportation and personnel role changes, site preparation needs, and parent reactions to the integration plan have been considered. Thus, Part 2 can be used as a problem-solving tool with a LRE support team. For example, under IV: Parents of Students with Disabilities: If the evaluator's conversations and interviews indicate that parents are unaware of the integration plan, the evaluator would recommend that meetings for parents and/or coordinated planning with the district Community Advisory Committee (CAC) be initiated immediately. The evaluator might also suggest that visits be arranged for parent representatives to existing nearby model integrated programs, so that parents can see an integrated program in action, and acquire information as to how the model could be adapted to meet their sons' and daughters' needs in their own district.

Part 2 can be used as an overall reference and is not meant to be employed as one interview. Information may be obtained through observations and/or a series of conversation/interviews. Items that do not apply should be skipped.

FOR LEAS OR COOPERATIVES IN INTEGRATION PLANNING STAGES

1. Administrative/Systems Level

A. Governance Structure of LEA

1. Is this special education program operated by a single LEA; a consortium of LEAs (i.e.: a cooperative); or other (Specify_____)

2. If operated by other than a single LEA:
   - Are member districts currently involved in integration planning?_____
   - Will students be selected for integration from all districts?_____
   - Will integrated sites be geographically distributed throughout the region or will only a few districts be initially involved?_____
   - How many students are targeted for initial phase of plan?_____
   - What procedures have been established to obtain space and how successful have these been?_____
   - Will these be the first integrated classes for students with severe disabilities on district sites?_____
   - Will students attend integrated classes in their own district or in another district?_____
   - What proportion of students/classes are now integrated/ what ages and how many are targeted for the integration transition?_____

3. If Single LEA operated:
   - Is integration planned to occur district-wide?_____
   - What proportion of students/classes are now integrated/ what age groups?_____
   - Will students attend their neighborhood (or home) schools?_____

COMMENTS: _____

_____

B. Policy

1. Is there a current district Board of Education policy on LRE/integration? What does it say? If no B of E policy exists, is there a Department of Special Education and/or a Community Advisory Committee (CAC) policy on integration? How recent are these? Do they indicate strong support for and understanding of integration? How is integration defined for students with severe disabilities?

2. Is there an existing-long range LEA plan for full integration? Who developed it? Is there a consensus across constituencies (Special/General Ed. administrators, teachers, parents, related service staff) regarding this plan or the need to develop a plan?

3. Is there any kind of an Integration Task Force and/or "LRE Committee" in the LEA? What is its membership? Does it include representation from: General/ Special ed. administration (central office and site), teachers, parents/CAC, community and related services? If not, is the LEA open to forming such a committee for this task and granting it decision-making responsibilities?

4. Where is the impetus for integration coming from, i.e., who has been advocating for this? Is this an administrative decision alone, or have parents, teachers and other constituencies been involved?

5. What are the general attitudes about integration across constituencies:

   General ed admin:

   Special ed. admin:

   General ed teachers:

   Sped teachers:

   General ed. parents:

   Special ed. parents:

   Students:

   Related services:

6. Is there a consensus on the definition of integration and a clear understanding of its components ?

C. Resources for integration

1. What types of support are or can be made available for the planned transition?
   - Resources for inservice on strategies, curriculum, etc. to sped staff:
   - Resources for necessary materials when classes move from one center to several locations:
   - Resources for site modifications if needed:

D. Space

1. How many segregated schools (disability only) currently exist in the LEA? Are they homogeneous? (e.g., "seriously emotionally disturbed "schools; "Severe disability schools"? _____

   _____

2. How many classes/students are in these schools?_____

3. How many (if any) integrated classes for students with severe are there now in the district? What are their current locations? Are they chronologically age-appropriate? Are they within the boundaries of the natural proportion of students with severe disabilities to general education students (usually 2-5%)?

   _____

   _____

4. How many new integrated classes will be targeted for the planned integration effort? What ages are the students?_____

5. What level of schools (elem/mid/hs/comm. college) are going to house the new programs? _____

6. Are the regular public schools "over-enrolled" (short on space) at present? What assurances exist regarding the longevity of the space for Sped classes? Who in the LEA is involved in space negotiations? Are they/can they participate on the integration support team?

_____

_____

7. **Is the available space/classroom centrally located in the target school in each case? Will students be dispersed throughout the school (rather than clustered in one wing)? Is the program fully inclusive (all students placed in general education classrooms?**

_____

_____

_____

8. **What plans exist for future utilization of former segregated school sites after integration? Can any of these be utilized as integrated school sites with only 2-5% of their population comprised of students with severe disabilities?**_____

_____

_____

E. Accessibility

1. **What proportion of the targeted or potential school sites in the LEA is accessible at present?**

   Elem _____

   Mid/JHS _____

   HS _____

2. **Are all internal areas accessible on each site? If not, what areas need modification? Which schools?** _____

_____

_____

3. **What proportion of students to be integrated at each age level will require accessible school locations?**

   Elem _____

   Mid/JHS _____

   HS _____

4. Which schools' restrooms have any accessible stalls? Which require modifications? _____

_____

5. What plans exist for modifications if there are too few or no accessible schools available? _____

_____

6. How many sped students who do not have severe disabilities are already attending these schools? _____

7. How accessible are these school sites to community instructional locations? _____

_____

_____

F. Personnel

1. Will the integration plan require any transfers of teaching or other staff (e.g., from district-to-district employment within the Cooperative)? Has this process been worked out?

2. Who will be responsible for supervision of integrated classes?

School site principal _____

District Special ed. administrator _____

Other _____

3. If school site principal: Has this role change been planned with principals and communicated to them? How will special ed. support be provided for technical assistance?

4. What is the plan for related service delivery on integrated sites? Will occupational, physical and or speech therapist, etc. have geographically distributed caseloads? Have LEA related service personnel been involved in integration planning? If not, can they be at this time?

5. Are there existing interagency agreements regarding the number of students needing therapy and/or the number of hours needed on site for delivery of services? Can these be modified if they present constraints to integration?

G. Transportation

1. Who currently transports students? Is this the same service as that provided for general education students (if any are bussed)? Are special ed. and general ed. transportation services coordinated?

2. Have transportation representatives been involved in integration planning? If not, can they be at this time?

3. How will integration effect routing and length of bus rides for students with disabilities?

4. Will transportation "drop-offs" and "pick-ups" match the school hours for regular education students at these schools? If not, can this be altered so that schedules are the same?

5. Will transportation be available during school hours if needed for community programming?

6. How accessible is the public transit system? Is it in close proximity to the school(s)?

II. Teacher Level

A. Selection

1. How many Special ed. teachers are needed to support the newly integrated students?_____

2. Will this be a voluntary move for them? Have they been informed of integration plans? Have they been involved in planning? If not, can they be at this time? Is the union (if any) represented on the planning task force? _____

_____

_____

3. Are general feelings about integration positive? What, if any are special ed. teachers' concerns? What, if any, are general ed. teachers' concerns?

4. Are there plans to move more than one teacher to each site for possible teaming and support, as well as for making groupings or classes more age-appropriate (e.g., preschool, lower and upper elementary classes)?

5. What criteria are being utilized for teacher selection? Do any of the teachers have previous integrated experience?

6. Are job descriptions being revised? Who is developing these? Will teachers have input?

B. Preparation

1. How much and what types of training will be made available to and/or required of special ed. and general ed. teachers who are moving to integrated sites?

- Strategies for ability awareness education
  (SpEd:_____ GenEd:_____)
- Strategies for teacher integration
  (SpEd:_____ GenEd:_____)
- Strategies to promote interactions
  (SpEd:_____ GenEd:_____)
- General education curricula
  (SpEd:_____ GenEd:_____)
- How a general (elem/mid/hs) school operates
  (SpEd:_____ GenEd:_____)
- Community intensive programming from integrated school sites
  (SpEd:_____ GenEd:_____)
- Vocational training opportunities
  (SpEd:_____ GenEd:_____)
- Structured interaction programs (e.g., peer tutoring)
  (SpEd:_____ GenEd:_____)
- Parent participation in integration
  (SpEd:_____ GenEd:_____)
- Heterogeneous groupings
  (SpEd:_____ GenEd:_____)
- Partial participation in regular class curriculum
  (SpEd:_____ GenEd:_____)

2. Will inservice be provided on a released time or after school basis or both?_____

_____

3. What are the timelines for inservice? _____

4. Who will deliver the inservices? _____

_____

5. Have teachers had (or will they have) opportunities to visit model integrated programs in the LEA or elsewhere? Can this be arranged?_____

_____

6. When will teachers be informed that they have been selected for inservice? Will this allow for time for them to be involved in advance site preparation activities as well as curricula activities (such as compiling inventories of school and community sites)? Is released time support available for either or both of these activities?_____

_____

_____

C. Staffing

1. How will paraprofessionals be selected and distributed across sites? _____

_____

2. What will the ratio of teachers and paras be for each class in integrated sites?_____

III. Students with Severe Disabilities

A. Groupings and Selection

1. What are the current age ranges of students at segregated schools (if any)? Are these chronologically age-appropriate (i.e., do they correspond to regular public school age ranges)?

Preschool	3-5 (approx.)
Lower elem	6-8
Upper elem	9-11
Med/JHS	12-14
HS	15-18
College	19-22

2. Who will be involved in regrouping of students (as needed) for integration according to several criteria including:
   - Age-appropriateness
   - Heterogeneity (different disability categories represented)
   - Neighborhood schools or school in closest proximity to students' homes (school students would attend if a general education student).

3. How are the first students to move being selected? Have parents been involved in planning? Are all parents aware of the LEA's integration plan? If not, when will they be informed and be invited to participate in planning?_____

4. Are the number of targeted classes planned for each site within natural proportion guidelines?_____

5. Will all students with disabilities in the LEA have the opportunity for integrated placement now or in the future? What are the timelines for this (how long-range is the integration plan?)_____

6. Do students have current IEP objectives which reflect integrated opportunities and interaction with general education peers across domains/activities?_____

_____

IV. Parents of Students with Disabilities

A. Attitudes toward Integration and Participation

1. What is the general feeling among parents about integration?

_____

_____

2. What concerns do parents have? Have these been addressed in the plan? How? _____

_____

_____

_____

3. Are parents participating in planning? If not, can they? _____

_____

4. Is the CAC for Special ed. involved in planning? _____

_____

5. Is the PTA involved?_____

6. Are there any existing parent support groups at segregated schools (if any); if so, what is their position about integration?

_____

_____

7. Have parents been provided with opportunities to visit model integrated programs in the LEA or outside of it? _____

_____

8. What types of "inservice" will be offered to parents and guardians regarding integration? Will they be included in the teacher inservices? _____

_____

_____

V. School Site Planning (for each school site)

A. Administrative Considerations

1. Is the principal supportive of integration? Was there a choice about class location at their sites? What is the principal's involvement in the class placement process? _____

_____

_____

2. Will the principal have the same responsibilities for the programs for students with disabilities as he or she would for any other programs in the school, or will the programs be separately administered by district or county special ed. staff? (If the latter, can this be changed?) _____

_____

_____

3. Does the principal have any prior experience with special ed. programs? What types? _____

_____

4. Will inservice or technical assistance be available from the special ed. administration for the principal prior to the move? Who will provide ongoing support after the move? _____

_____

_____

5. What are the principal's concerns about integration, if any (e.g., safety/emergency procedures)? Have these been addressed in the plan? _____

_____

6. What is the principal's perception of integration and the extent to which students with severe disabilities will be participating in the daily life of the school? Is s/he open to students participating in all environments (e.g., general education classrooms, cafeteria, auditorium, yard, hallways, locker rooms, gym restrooms, home ec. rooms, library, computer room) and activities (e.g., assemblies, lunch, recess, nonacademic subjects, etc.) _____

_____

_____

_____

7. What type of inservice or site preparation activities would the principals like to have in each school for their staff and student body? _____

_____

8. What types of information does the principal think staff and students will need prior to and after the class/students move into the school? _____

_____

_____

9. Are there regular faculty meetings in the school? Can presentations be made to faculty by the special ed. teacher(s) at one or more of these meetings? _____

_____

10. What is the "hierarchy" of the school and what do special ed. teachers new to the site need to know about school rules and protocol?

_____

_____

B. General Education Students

1. What is the student enrollment?

2. What are the major student organizations? (mainly secondary)

3. Is there a school newspaper or bulletin in which articles about integration can appear before and after the move? Also, is there a parent newsletter, or, how will general ed parents learn of the new program?

4. Secondary: Is there an elective course structure and/or service units or credit for student work experience in the school, which could be utilized to facilitate peer tutoring or peer assistance programs?

5. How should or can general ed students best be recruited for these peer programs? Which of the following vehicles are available:
   - bulletin
   - announcements
   - bulletin boards
   - through guidance counselors/electives
   - through meetings with individual faculty
   - through student government meetings
   - through student clubs
   - through presentations to individual classes or grades
   - through general education class participation/assistance
   - Other:

6. What is the school schedule for general ed. students? If it is not the same as special ed., can special ed. change to match the schools' hours?

7. How is lunch period organized? Is there more than one? Can students sit anywhere, or are tables assigned to grades? (elemen.)

8. How are recesses organized (elementary)? When do they occur? Who supervises?

9. How are special subjects organized, e.g.:
   - Gym/PE
   - Art
   - Music
   - Home Ec.
   - Library
   - Other

   Are there special subject teachers?

C. Staff

1. How many and what types of staff are there on site?

General Ed teachers	_____
Special ed. teachers	_____
Paraprofessionals	_____
Administrator	_____
Counselors	_____
Bilingual/LEP teachers	_____
Special subject teachers	_____
Librarians	_____
Nurses	_____
Janitorial staff	_____
Cafeteria staff	_____
Secretarial/Officestaff	_____
Securitystaff	_____
Social workers	_____
Others:	_____

2. Are staff organized into departments? Is special ed. a separate department?

3. Are there regular (integrated) faculty meetings? When? What other committee responsibilities or other roles do teachers have?

4. How are prep and lunch periods organized and scheduled? Will special ed. staff have the same periods?

5. What is the general staff attitude about integration? Are they supportive, concerned, unaware? What concerns do they have?

6. How do staff feel about organized disability awareness education for themselves and their students? What information about the students and program do they want?

7. How open is the school to the long-range possibility of a fully inclusive program for all students with disabilities (general class placement?)

Part 3: School Site Checklist

SCORE CODE:

1 = Complete Implementation
2 = Partial Implementation
3 = Planned
4 = No Plan
5 = Will Not Be Implemented

1. PROGRAM DESIGN & OPPORTUNITIES FOR LEARNING BY STUDENTS WITH DISABILITIES

The major program design components and the social-environmental context for teaching and learning activities.

	1	2	3	4	5
1. Students are given opportunities to make choices, provide input and so forth (e.g., asking a student where he or she would like to sit).					
2. There is evidence of transitional planning to prepare students for the demands of subsequent environments.					
3. Student transitions are facilitated by regular contact between "feeder" and "next" programs/schools, Vo-Tech, Voc-Rehab, etc.					
4. Students spend increasing amounts of time in the community for training as graduation approaches.					
5. The schedule reflects a variety of situations for each learner, including independent work, small group, one-to-one instruction, socialization, and free time.					
6. Each student spends most of his/her time engaged in active learning activities, with "down time" comprising no more than a few minutes at a time between activities.					
7. The program reflects a balance between safety concerns and normalized risk-taking based upon students age.					
8. Each secondary age student participates in a competitive job or job training for part of the school day.					
9. Community based instruction is provided daily.					
10. Students participate in a range of regular education classes and activities on an ongoing individualized basis (music, art, home ec, physical education, etc.).					
11. Students with <u>severe</u> disabilities are included in age-appropriate general education homerooms.					

Part 3: School Site Checklist

SCORE CODE:
1 = Complete Implementation
2 = Partial Implementation
3 = Planned
4 = No Plan
5 = Will Not Be Implemented

1. PROGRAM DESIGN AND OPPORTUNITIES FOR LEARNING (continued)

	1	2	3	4	5
12. Students attend school that is balanced according to the natural proportion (i.e. according to the approximate prevalence of a disability in the general population).					
13. School is the one students would attend if nondisabled.					
14. Students use school enrichment areas (e.g., library) on a regularly scheduled basis.					
15. Program includes planned daily interactions with same-age, nondisabled peers.					
16. Students have same school calendar and hours as their general education peers.					
17. Students have access to and are encouraged to participate in extracurricular activities typical for their age range along with nondisabled students.					
18. Adaptive equipment is also used by nondisabled peers.					
19. Care-giving interactions and natural routines (eating, going to the bathroom, etc.) are utilized as opportunities for instruction for students with severe disabilities.					
20. Students with severe disabilities are physically positioned according to individual needs throughout the day and various instructional programs.					
21. Changes in activity and position are explained or otherwise communicated to students (rather than just pushing a wheelchair to another location, etc.)					

COMMENTS: _____

_____

_____

_____

Part 3: School Site Checklist

SCORE CODE:

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4 = No Plan
5 = Will Not Be Implemented

2. SYSTEMATIC INSTRUCTION AND PERFORMANCE EVALUATION

Systematic instructional practices and procedures to measure student performance in data-based, community-referenced programs.

	1	2	3	4	5
22. Instructional strategies are individualized.					
23. Instructional schedules for individual students reflect sufficient time to meet student goals.					
24. Each student receives appropriate positive reinforcement and feedback.					
25. Alternative communication modes and adaptive equipment devices are used as needed for instruction for individual learners across all programs areas and locations.					
26. Behavior problems are viewed as instructional needs, indicating areas where skills for more appropriate behaviors must be acquired and practiced.					
27. Nonaversive behavior management plan is specified and integrated into IEP.					
28. Utilizes positive programming and other non-aversive strategies in behavior change programs.					
29. Data on student performance are collected weekly and include information on levels of assistance provided where appropriate.					
30. Medical records are up-to date, including information on medications and monitoring of any effects of medication on students.					
31. School personnel are trained in specified feeding and/or positioning programs.					
32. Students participate in heterogeneously grouped instructions, with both disabled and nondisabled peers.					
33. New skills are taught in the context of naturally occurring activities and daily routines.					

Part 3: School Site Checklist

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2. SYSTEMATIC INSTRUCTION AND PERFORMANCE EVALUATION (continued)

	1	2	3	4	5
34. Principal is ultimately responsible for implementation of the program, which includes supervision and evaluation of the program staff.					
35. The setting is normalized for students' chronological ages (e.g.,) decor/decorations, furniture, wall displays, etc.					
36. Classrooms are close by those for same-age nondisabled peers.					
37. Students eat lunch in the cafeteria with same-age nondisabled peers.					
38. Pupil teacher staffing ratios are adequate and appropriate to meet individual needs.					
39. Each individual child has needed adaptive equipment.					
40. All equipment and individual prosthetic devices are kept in good working order.					
41. Technological adaptations are used for instruction and evaluation (e.g., VCR, computers, optacon, laser cane, etc.).					
42. The general facilities are accessible for persons with disabilities.					
43. There is adequate space for program needs.					
44. The general school classrooms (such as shop, computer area, home ec, etc.) are accessible and/or adapted for use by students with multiple disabilities.					
45. The school ensures accessibility of community training environments.					

Part 3: School Site Checklist

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2. SYSTEMATIC INSTRUCTION AND PERFORMANCE EVALUATION (continued)

	1	2	3	4	5
46. Instructional arrangements, materials, and activities are age-appropriate.					
47. Instruction to teach new skills takes place in actual community environments, when appropriate.					
48. Instructional cues are designed to be closely related to natural cues available in community environments.					
49. Instructional cues are designed to be closely related to natural cues available in community environments.					

COMMENTS: _____

_____

_____

_____

3. IEP DEVELOPMENT AND PARENT PARTICIPATION

Features of the Individualized Educational Program (IEP) and the process for parent participation and home-school collaboration.

	1	2	3	4	5
50. There is active parent or primary care-giver involvement in assessing student needs and designing the IEP.					
51. Appropriate personnel attended and signed IEP.					
52. Parents or primary care-givers are encouraged to help identify individually effective instructional strategies (e.g., effective reinforcers).					
53. Families are assisted in accessing community resources.					
54. Student records are shared with the family while maintaining confidentiality.					

Part 3: School Site Checklist

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3. IEP DEVELOPMENT AND PARENT PARTICIPATION (continued)

	1	2	3	4	5
55. Parents or primary care givers receive a formal report on their child's progress.					
56. The IEP specifies present levels of functional performance referenced to environmental activities.					
57. Each IEP is consistent and integrated with IHP goals.					
58. The IEP specifies mastery as performance in criterion situations in actual environments without teacher assistance.					
59. Each IEP includes objectives for functional skills needed for community settings in the future (e.g., when employed).					
60. The IEP includes objectives for functional skills that are immediately useful in community settings (e.g., at home, in a store, etc.).					
61. Each IEP includes objectives to develop leisure activity skills reflecting the learner's personal preferences.					
62. Each IEP includes objectives to develop domestic living skills (e.g., household chores).					
63. The IEP or ITP for any student aged 14 and older includes employment training objectives.					
64. Each IEP includes objectives to develop social skills.					
65. Related services are specified and have goals and objectives.					
66. Each IEP includes at least one measurable behavioral objective involving interactions with a peer or peers who do not have a disability.					

Part 3: School Site Checklist

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3. IEP DEVELOPMENT AND PARENT PARTICIPATION (continued)

	1	2	3	4	5
67. Extended school year is considered and discussed by IEP team.					
68. Documentation of appropriate surrogate parent training is on file.					

4. STAFF DEVELOPMENT AND TEAM COLLABORATION

Staff qualifications and ongoing training opportunities and expectations for staff development, including team collaboration, leadership, and advocacy.

	1	2	3	4	5
69. Ability awareness occurs in general education curricula.					
70. The general education and special education teacher share responsibilities for the student.					
71. School site team collaboration is involved in both planning and delivery instruction.					
72. The special education teachers attend faculty meetings with general education staff.					
73. The special eduction teachers participate in general ed. supervisory duties.					
74. The special education teachers participate in extracurricular responsibilities (e.g., chaperones dances, works with student clubs).					
75. The special education teachers follow school protocol; keep principal or appropriate administrator (e.g., department head) informed on an ongoing basis.					
76. All team members who work with particular individual students meet to discuss progress, program changes, and specific educational issues.					
77. Related service staff are involved in functional assessments in natural settings.					

Part 3: School Site Checklist

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4. STAFF DEVELOPMENT AND TEAM COLLABORATION (continued)

78.	The special education teachers' evaluation includes positive public relation skills with general education staff.				
68.	Special education teachers take lunch breaks and/or prep periods in same areas as general education staff at least once per week.				
80.	Special education teachers arrange meetings with general education staff as necessary for ongoing integration and maintaining continuous communication with involved faculty.				
81.	Instructional programs are written so that substitute personnel would understand how to teach them.				
82.	Students' programs are designed to include instruction of functional activities in many school and nonschool settings.				
83.	Paraprofessional personnel are provided with relevant ongoing, systematic training.				
84.	Related service personnel provide integrated therapy services in a context that includes participation by nondisabled peers.				
85.	All professional personnel are appropriately certified.				
86.	There is a defined plan or process for supporting staff in implementation (i.e., time for team planning meeting).				

COMMENTS: _____

_____

_____

_____

Summary:
Site Survey Plan

School District_____ Date Completed _____

Program_____ By _____

1. PROGRAM DESIGN AND STUDENT OPPORTUNITIES FOR LEARNING

   The major program design components and the social-environmental context for teaching and learning activities.

   Strengths: _____

   Deficiencies: _____

   Comments: _____

   _____

   _____

2. SYSTEMATIC INSTRUCTIONAL PRACTICES AND PROCEDURES TO MEASURE STUDENT PERFORMANCE IN DATA-BASED, COMMUNITY-REFERENCED PROGRAMS

   Strengths: _____

   Deficiencies: _____

   Comments: _____

   _____

   _____

3. IEP DEVELOPMENT AND PARENT PARTICIPATION

Features of the Individualized Education Program (IEP) and the process for parent participation and home-school collaboration.

Strengths: _____

Deficiencies: _____

Comments: _____

_____

_____

4. STAFF DEVELOPMENT AND TEAM COLLABORATION

Features of the staff qualifications and ongoing training opportunities and expectations for staff development, including team collaboration, leadership, and advocacy..

Strengths: _____

Deficiencies: _____

Comments: _____

_____

_____

Survey of Practices Related to the Provision of Inclusive Educational Programs

Arizona Statewide Project Inservice 1994

The "best practices" used for this survey are based on (with modifications) Implementing Best Practices for all Students in Their Local Schools - Vermont Statewide Systems Support Project (Fox and Williams, 1991). They are organized into nine areas including:

- School climate and structure
- Collaborative planning
- Social Responsibility
- Curriculum Planning
- Delivery of instructional support services
- Individualized Instruction
- Transition Planning
- Family-school collaboration, and
- Planning for continued best practice improvement

While a total of 54 "best practices" are discussed in the Vermont guidelines, only selected ones are included in this survey.

Directions for completing survey

Step one Read through all of the items prior to completing the survey. Having knowledge of all of the items is critical to your review and evaluation of each.

Step two Indicate in column B your belief as to the importance of the item in column A. If you agree that the practice is important to the implementation of an inclusive educational program **circle the letter A** (for agree). If you do not think that the practice is important to the implementation of an inclusive educational program **circle the letter D** (for disagree). If you do not have an opinion **circle the letters N.O.** (for no opinion).

Step three Indicate in column C your opinion as to the degree to which your school needs improvement in its implementation of that practice. **Circle the letter H** if you feel your school has a high need for improvement in its implementation of that practice. **Circle the letter M** if you feel your school has a medium need for improvement in its implementation of that practice. **Circle the letter L** if you feel your school has a low need for improvement in its implementation of that practice.

Based on the analysis of this survey, you may develop a focus for a school based plan however this exercise is designed to give you a tool for going back to your school and implementing such a process with a range of individuals who need to be involved in any activities related to school improvement.

SCHOOL CLIMATE AND STRUCTURE						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
1. The school has a philosophy which was developed by staff, administrators, board members, family members and others seen as having an important role in the schools operation	A	D	N.O	H	M	L
2. The schools philosophy is written and readily available.	A	D	N.O	H	M	L
3. The schools philosophy is often discussed and used as a "living document" forming the basis for decision making and policy development	A	D	N.O	H	M	L
4. The school's code of conduct for students and staff emphasize positive behavior and is applied in a fair manner, taking into account the unique needs of individual students	A	D	N.O	H	M	L
5. The roles and responsibilities of all school staff (including related service and contracted personnel) are defined interns of all students needs.	A	D	N.O	H	M	L
6. The schools professional development includes inservice training, support for preservice training, regularly scheduled observation and feedback from peers and administrators, peer coaching, mentoring, and technical assistance.	A	D	N.O	H	M	L
7. The school has developed an instructional support system to develop classroom accommodations for students prior to a referral for chapter or special education.	A	D	N.O	H	M	L

COLLABORATIVE PLANNING						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
8. The school should provide opportunities for school staff, students, family members and others to become proficient at functioning in a collaborative manner (i.e. share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate roles of members, etc.)	A	D	N.O	H	M	L
9. The school should provide time during school hours for student planning teams and other instructional support teams to meet	A	D	N.O	H	M	L
10. Student centered planning teams should be used to plan for the educational needs of students with significant disabilities	A	D	N.O	H	M	L
11. Student centered planning teams should include teachers, parents, students, other appropriate support staff, and administrators	A	D	N.O	H	M	L

SOCIAL RESPONSIBILITY						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
12. The schools curriculum should provide structured opportunities for students to learn about and appreciate individual differences among people	A	D	N.O	H	M	L
13. The schools curriculum should provide opportunities for all students to participate in age appropriate school sponsored extra-curricular activities (e.g. field trips, sports teams, clubs, dances, assemblies, etc.)	A	D	N.O	H	M	L

CURRICULUM PLANNING						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
14. The school's curriculum should be developed by teachers, students, parents, administrators, and community members	A	D	N.O	H	M	L
15. The school's curriculum should identify age appropriate content and be process oriented with goals and objectives which promote meaningful participation in age appropriate activities in home, recreational, educational, work and community environments	A	D	N.O	H	M	L
16. The process of identifying appropriate curriculum for a student with significant disabilities should include an analysis of the student's skills, interests, and preferences	A	D	N.O	H	M	L
17. The process of identifying appropriate curriculum for a student with significant disabilities should consider skills and adaptations needed for the student to function in specific home, school, work, and community settings	A	D	N.O	H	M	L
18. Students with intensive needs in basic skill and social areas should have paid work experiences in integrated community settings prior to leaving school	A	D	N.O	H	M	L

DELIVER OF INSTRUCTIONAL SUPPORT SERVICES						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
19. Instructional support staff (sped, chapter, etc.) should be incorporated into ongoing school and community activities	A	D	N.O	H	M	L
20. Decision to provide support out of the regular class setting should be a team decision and one which is made only after it is demonstrated that the instruction cannon be provided in the class with supplemental support and accommodations	A	D	N.O	H	M	L
21. For students with needs which cannot be met through ongoing activities, pull out should be scheduled during activities which the team determines to be lowest priority for the student.	A	D	N.O	H	M	L

INDIVIDUALIZED INSTRUCTION						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
22. The school should provide all students with the opportunity to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year.	A	D	N.O	H	M	L
23. The school should support staff to become skilled with a range of instructional strategies to enable them to better match approach to student learning styles.	A	D	N.O	H	M	L
24. A variety of instructors should be available to students within the general education setting to better provide and individualized approach.	A	D	N.O	H	M	L
25. A variety of instructional groupings (cooperative learning groups, large groups, small groups, multi-age groups, etc.) should be available to better individualize instruction.	A	D	N.O	H	M	L
26. Each lesson should have a written plan which is available for all instructional staff to use a guide.	A	D	N.O	H	M	L
27. Student progress should be monitored and analyzed on a regularly scheduled basis (for all students)	A	D	N.O	H	M	L
28. Decisions to modify instructional groupings, methods, or materials should be made on the basis of measures of student progress.	A	D	N.O	H	M	L
29. A current schedule of daily student activities which describes what is being done, when, and with whom, should be available and readily accessible.	A	D	N.O	H	M	L

TRANSITION PLANNING						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
30. There should be a smooth process in place for the movement of students from one grade to another, one school to another, and from school to post school life.	A	D	N.O	H	M	L
31. Transition plans are a part of the IEP for all students 16 years of age and older and are considered for all student when transitional issues are noted	A	D	N.O	H	M	L
32. Transition plans are based on the interest and preferences of the student and family	A	D	N.O	H	M	L

FAMILY-SCHOOL COLLABORATION						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
33. Schools should provide families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and school	A	D	N.O	H	M	L
34. There should be information available to families which will assist them to access informal support networks and connect with community resources (e.g. day care programs, recreation programs, respite, vocational rehabilitation, and mental health services.	A	D	N.O	H	M	L
35. Families should be involved in advisory, decision making, and advocacy activities of the school.	A	D	N.O	H	M	L
36. Families should be included in the decision making process to determine the high priority educational needs of their children and how and where their children will be taught.						

PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT AND THE DEVELOPMENT OF THE SCHOOL AS A "COMMUNITY OF LEARNERS"						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
37. A plan for school improvement, based in part on evolving notions of best practice, should be developed and revisited on an annual basis	A	D	N.O	H	M	L
38. There should be a process in place for continual dialogue related to the schools mission and philosophy	A	D	N.O	H	M	L
39. The community of families and others as appropriate should be involved in the schools plan for ongoing improvement and renewal	A	D	N.O	H	M	L
40. Teachers should have continuous opportunities for technical assistance and professional development (paid coursework, workshops, and other training activities)	A	D	N.O	H	M	L

ADDITIONAL PRACTICES THAT YOU WOULD RECOMMEND AS BEST PRACTICES FOR PARADISE VALLEY						
Column A	Column B			Column C		
Best Practice	*Importance of Best Practice*			*Degree to Which you School Needs Improvement*		
41.	A	D	N.O	H	M	L
42.	A	D	N.O	H	M	L
43.	A	D	N.O	H	M	L
44.	A	D	N.O	H	M	L
45.	A	D	N.O	H	M	L

MEMORANDUM OF UNDERSTANDING

Purpose

The purpose of this memorandum is to establish the conditions, procedures, commitment of fiscal and human resources, and program design for a joint effort between _____ and the Arizona Statewide Systems Change Project for Individuals with Severe Handicaps.

Term

The term of this formal collaboration between _____ (hereafter known as the LEA) and the Arizona Statewide Systems Change Project for Individuals with Severe Handicaps(hereafter known as the Project) is from_____,through_____. The LEA and the Project may enter into another memorandum of understanding at a later date to extend the collaboration effort.

Collaboration Goals

The LEA and the Project are committed to develop, implement, and evaluate approaches to prepare students with severe handicaps to function as independently as possible in the school and community. The LEA and the Project agree to the following goals:

1. Provide instructional activities that prepare students to function in the school and community.
2. Involve parents in identifying the skills necessary for their child to function as independently as possible in the home, school, and community.
3. Develop awareness and support for integration of students with severe handicaps.
4. Facilitate the movement of students with severe handicaps to the least restrictive placement alternative.
5. Evaluate all aspects of the project.
6. Develop training for appropriate audiences.
7. Share the information gained from this collaboration effort with others.

Model Implementation

1.0 The LEA will:

1.1 Implement a locally referenced curriculum to teach chronologically age appropriate functional skills based upon input from parents, teachers, nonhandicapped peers, and other interested parties.

1.2 Implement a chronologically age appropriate functional life skills curriculum in _____ classroom(s).

1.3 Provide instruction in a wide variety of heterogeneous integrated school and community based environments.

1.4 Use an integrated consultative therapy model within nonclassroom/community based instructional settings.

1.5 Provide systematic data based instruction.

1.6 Locate _____ target classes on an age appropriate regular school campus by _____.

1.7 Assign to the program

1.7.1 _____ full-time teacher(s)
1.7.2 _____ instructional aide(s)
1.7.3 _____ other personnel

1.8 Reallocate monies and devise the means to make actual cash available to the instructional staff/students for community-based instructional activities.

1.9 Establish a continuum of integrated school and community based programs across ages/school levels (elementary/middle school/high school/postsecondary).

1.10 Establish a district level Advisory committee and planning teams at each school site which include principals, teachers, parents and other interested personnel.

1.11 Agree to the use of planning time and/or to securing release time for administrators, teachers, therapist and instructional aides to conduct ecological inventories, participate in training and planning committees, and participate in dissemination activities of the Project.

1.12 Assume the financial responsibility for substitutes for school personnel not to exceed five days.

1.13 Agree to allow visitors to observe the school and community programs.

1.14 Agree to allow staff involved in the Project to participate in the peer support program to provide technical assistance to other districts wishing to implement a functional life skills curriculum and/or a community-based instructional program.

1.15 Collect and/or permit the collection of data to measure overall effectiveness of Project activities.

1.16 Develop policy and procedures on community-based instruction to include, but not limited to, the following:

1.16.1 Staff to student ratios for nonschool instruction
1.16.2 Emergency procedures
1.16.3 Legal policies regarding off campus training, i.e., parent permissions, transportation, revolving accounts, use of paraprofessional staff, insurance liability.

2.0 the Project will:

2.1 Assign one Project staff member as a consultant to the LEA.

2.2 Provide technical assistance to the LEA beginning _____, and continuing through _____.

2.3 Facilitate development of a comprehensive inservice plan.

2.4 Provide on-site training and technical assistance to administrators, teachers, and instructional aides based on the individual needs of students and staff at target sites.

2.5 Acknowledge the contribution of the LEA in all presentations and publications concerning the Project.

2.6 Invite LEA personnel to participate in dissemination activities of the Project.

2.7 Collect or assist in the collection of data.

2.8 Participate in planning committee meetings at least twice a month.

Resolution of Disagreements

In the event that misunderstandings or differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the teacher(s), his or her local supervisor, and the Project coordinator will meet to reach an amicable solution. In the event that a resolution is not achieved, the Project Director and the LEA Director of Special Education will meet on the issue.

Amendment

Any provision of the Memorandum of Understanding may be altered or amended by a written agreement signed by both parties.

_____ _____ _____ _____

Date Date

_____ _____

_____ _____

_____ _____

_____ _____ _____ _____

Date Date

_____ _____

_____ _____

_____ _____

_____ _____

Date

_____

_____

_____

_____ _____

Date

_____

_____

_____ _____

Date

_____

_____

Memo of Understanding
Discussion Items

DISTRICT: _____ DATE: _____
CONTACT PERSON: _____ CONSULTANT _____

A. Space

1. How many segregated schools (disability only) currently exist in the LEA? Are they homogeneous? (e.g., "seriously emotionally disturbed" schools; "Severe disability schools")

2. How many classes/students are in the segregated schools? _____

3. How many (if any) integrated classes for students with severe disabilities are there now in the district? What are their current locations? Are they chronologically age-appropriate? Are they within severe disabilities to general education students (usually 2-5%)?

4. How many new integrated classes will be targeted for the planned integration effort? What ages are the students? _____

5. Is integration planned to occur district wide? _____

6. What level of schools (elem/mid/hs/comm. college) are going to house the new programs? _____

7. Are the regular public schools "over-enrolled" (short on space) at present? What assurances exist regarding the longevity of the space for SPED classes? Who in the LEA is involved in space negotiations? Are they/can they participate on the integration support team?

8. Is the available space/classroom centrally located in the target school in each case? Will students be dispersed throughout the school (rather than clustered in one wing)? Is the program fully inclusive (all students placed in general education classrooms)?

9. What plans exist for future utilization of former segregated school sites after integration? Can any of these be utilized as integrated school sites with only 2-5% of their population comprised of students with severe disabilities?

B. Staff

1. What Types of Staff are there on site?

Counselors	_____	Librarians	_____
Bilingual/LEP teachers	_____	Nurses	_____
Special subject teachers	_____	Others:	_____

2. Are staff organized into departments?_____
Is special ed. a separate department?_____

3. Are there regular (integrated) faculty meetings? When? What other committee responsibilities or other roles do teachers have?

4. How are prep and lunch periods organized and scheduled? Will/do special ed. staff have the same periods?

5. What is the general staff attitude about integration? Are they supportive, concerned, unaware? What concerns do they have?

6. How do staff feel about organized disability awareness education for themselves and their students? What information about the students and program do they want?

7. How do staff feel about students attending their neighborhood (or home) schools?

8. How open is the school to the long-range possibility of a fully inclusive program for all students with disabilities (general class placement?)

9. Who will be responsible for supervision of integrated classes?

School site principal _____
District Special ed. administrator _____
Other _____

10. If school site principal: Has this role change been planned with principals and communicated to them? (If not school site principal, can this be changed?)

11. Is the principal supportive of integration? Was there a choice about class location at their sites? What is the principal's involvement in the class placement process?

12. Will special education support be provided to the principal prior to and after the move? How? By whom?

13. What is the principal's perception of integration and the extent to which students with <u>severe</u> disabilities will be participating in the daily life of the school? Is she/he open to students participating in all environments (e.g., general education classrooms, cafeteria, auditorium, yard, hallways, locker rooms, gym, restrooms, home ec. rooms, library, computer room) and activities (e.g., assemblies, lunch, recess, nonacademic subjects, etc.)

14. What is the plan for related service delivery on integrated sites? Will occupational, physical and or speech therapist, etc. have geographically distributed caseloads? Will they have 1½ - 2 hour time blocks scheduled at each site to facilitate integrated related services/ community based instruction?

To be answered only if plan involves moving students from a segregated placement

C. Groupings and Selection

1. What are the current age ranges of students at segregated schools (if any)? Are these chronologically age-appropriate (i.e., do they correspond to regular public school age ranges)?

Preschool	3-5 (approx.)
Lower elem	6-8
Upper elem	9-11
Med/JHS	12-14
HS	15-18
College	19-22

2. Who will be involved in regrouping of students (as needed) for integration according to several criteria including:

   - Age-appropriateness
   - Heterogeneity (different disability categories represented)
   - Neighborhood schools or school in closest proximity to students' homes (school students would attend if a general education student).

3. How are the first students to move being selected? Have parents been involved in planning? Are all parents aware of the LEA's integration plan? If not, when will they be informed and be invited to participate in planning?

4. Are the number of targeted classes planned for each site within natural proportion guidelines?

5. Will all students with disabilities in the LEA have the opportunity for integrated placement now or in the future? What are the timelines for this (how long-range is the integration plan?)

INTEGRATION PLANNING CONSIDERATIONS

A. Transportation

1. Who currently transports students? Is this the same service as that provided for general education students (if any are bussed)? Are special ed. and general ed. transportation services coordinated?

2. Have transportation representatives been involved in integration planning? If not, can they be at this time?

3. How will integration effect routing and length of bus rides for students with disabilities?

4. Will transportation "drop-offs" and "pick-ups" match the school hours for regular education students at these schools? If not, can this be altered so that schedules are the same?

5. Will transportation be available during school hours if needed for community programming?

6. How accessible is the public transit system? Is it in close proximity to the school(s)?

B. Accessibility

1. What proportion of the targeted or potential school sites in the LEA is accessible at present?

Elem _____
Mid/JHS _____
HS _____

2. Are all internal areas accessible on each site? If not, what areas need modification? Which schools?

3. What proportion of students to be integrated at each age level will require accessible school locations?

Elem _____
Mid/JHS _____
HS _____

4. Which schools' restrooms have any accessible stalls? Which require modifications?

C. Personnel:

1. How are special subjects organized, e.g.:
   - Gym/PE
   - Art
   - Music
   - Home Ec.
   - Library
   - Other

   Are there special subject teachers?

2. Are there plans to move more than one teacher to each site for possible teaming and support, as well as for making groupings or classes more age-appropriate (e.g., preschool, lower and upper elementary classes)?

D. Class Schedule

1. What is the school schedule for general ed. students? If it is not the same as special ed., can special ed. change to match the schools' hours?

2. How is lunch period organized? Is there more than one? Can students sit anywhere, or are tables assigned to grades? (elem.)

3. How are recesses organized (elementary)? When do they occur? Who supervises?

4. What are the major student organizations? (mainly secondary)

5. How will students be included in general education or special subject classrooms? On basis of age appropriateness, individual needs and in accordance with natural proportions?

E. Class Location

1. What factors will be used to determine location of classrooms for individuals with handicaps?

F. Peer Programs

1. How should or can general ed students best be recruited for these peer programs? Which of the following vehicles are available:

- bulletin
- announcements
- bulletin boards
- through guidance counselors/electives
- through student government meetings
- through student clubs
- through presentations to individual classes or grades
- through general education class participation/assistance
- other:

2. Secondary: Is there an elective course structure and/or service units or credit for student work experience in the school, which could be utilized to facilitate peer tutoring or peer assistance programs?

INSTRUCTIONAL SETTING
DATA COLLECTION FORM

Teacher: _____

Date: _____

NAME	8:30 8:45	8:45 9:00	9:00 9:15	9:15 9:30	9:30 9:45	9:45 10:00	10:00 10:15	10:15 10:30	10:30 10:45	10:45 11:00	11:00 11:15	11:15 11:30	11:30 11:45	11:45 12:00	12:00 12:15	12:15 12:30	12:30 12:45	12:45 1:00	1:00 1:15	1:15 1:30	1:30 1:45	1:45 2:00	2:00 2:15	2:15 2:30
(C)																								
(Sp)																								

INSTRUCTIONAL SETTING
INDIVIDUAL DATA SUMMARY FORM

NAME of STUDENT	Number of CR Intervals M T W Th F	Average No. of CR Intervals/Day	Number of N- Intervals M T W Th F	Average No. of N- Intervals/Day	Number of N+ Intervals M T W Th F	Average No. of N+ Intervals/Day	Number of C Intervals M T W Th F	Average No. of C Intervals/Day	Total No. of Intervals/Day M T W Th F	Average No. Intervals/ Day	Average No. of Minutes/ Day	Average No. of Minutes/Day CR N- N+ C	Percent Time CR N- N+ C
CLASS TOTALS													

Teacher: _____

ddd955, 12/86

Data Collection Period: _____

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INSTRUCTIONAL SETTING

GROUP DATA SUMMARY FORM

Data Collection Dates	Number of Students	Age Range of Students	Teacher Initials	Average Number of 15-Minute Intervals/Day				Average Number of Minutes/Day				Average Number of Minutes/ Day	Percent of Time			
				CR	N–	N+	C	CR	N–	N+	C		CR	N–	N+	C

FORM 3

STUDENT ACTIVITY ANALYSIS *

TA # _____

STUDENT: _____ OBSERVER: _____

AGE: _____ DATE/TIME: _____

TEACHER: _____ PRE/PROBE/POST: _____

DATA CODE:

1-INDICATOR OBSERVED
0-INDICATOR NOT PRESENT
N/O-NO OPPORTUNITY TO OBSERVE INDICATOR

DESCRIPTION OF ACTIVITY
(ACTIVITY/DOMAIN/TIME IN ACTIVITY)

Domain: D - Domestic, V - Vocational; C - Community; L - Leisure/Recreation

INDICATOR	DEFINITION	Example: Lunch tickets to office, V, 11:15-11:30										TOT/
Functional:												
1. CRITICAL ACTIVITY	LEADS TO A MEANINGFUL OUTCOME. (Independence, integration, etc.).											
2. NATURAL SEQUENCE	PERFORMED IN A NATURAL SEQUENCE (e.g., dispersed rather than mass trials).											
Age Appropriate:												
3. MATERIAL	APPROPRIATE FOR STUDENT WHO IS SAME AGE NONDISABLED.											
4. ACTIVITY	APPROPRIATE FOR STUDENT WHO IS SAME AGE NONDISABLED.											
Quality Instruction:												
5. TARGETED IN IEP	ACTIVITY/SKILLS TARGETED IN STUDENT'S IEP.											
6. CHOICE	STUDENT CHOICE PROVIDED.											
7. ACTIVE PARTICI-PATION	EXPECTATION FOR STUDENT TO ACCOMPLISH SOMETHING. (e.g., to turn the toy on 5x).											
8. ADAPTIVE EQUIPMENT	IF USED, IMPROVES PHYSICAL FUNCTIONING OF THE STUDENT.											
9. BEHAVIOR MANAGEMENT	IF USED, STRATEGIES FOLLOW LEAST RESTRICTIVE TECHNIQUES (e.g., no punishment).											
10. DATA	COLLECTED ON DAILY OR WEEKLY PROBE SCHEDULE.											
11. SYSTEMATIC INSTRUCTION	SPECIFIC INSTRUCTIONAL PROCEDURES USED.											

* Adapted from P. Hunt, L. Goetz, & J. Anderson (1986). The quality of IEP objectives associated with placement on integrated versus segregated school sites. Journal of the Association for Persons with Severe Handicaps 11(2), 125-130. TA2-32

(ACTIVITY/DOMAIN/TYPE IN ACTIVITY)

Domain: D = Domestic; V = Vocational; C = Community; L = Leisure/Recreation

INDICATOR	DEFINITION											TOT/
Integration:												
12. PROXIMITY	SAME AGE NONDISABLED STUDENT(S) IN SAME ROOM/AREA.											
13. INTERACTION	SAME AGE NONDISABLED STUDENT(S) INTERACTS WITH STUDENT.											
14. RELATIONSHIP	SAME AGE NONDISABLED STUDENT(S) INTERACTS WITH STUDENT AS FRIEND OR PEER BUDDY.											
Generalization:												
15. TAUGHT ACROSS SETTINGS & MATERIALS	FACILITATES STUDENT'S ABILITY TO FUNCTION IN VARIETY OF ENVIRONMENTS.											
16. NATURAL SETTING	TAUGHT IN SETTINGS WHERE IT WILL BE USED BY STUDENT.											

STUDENT IEP OBJECTIVES (SUMMARY): _____

ACTIVITY ANALYSIS SUMMARY

FUNCTIONAL:

POINTS FROM INDICATORS 1 - 2 / ALL POSSIBLE POINTS FROM 1 - 2 = _____ OR _____%

INTEGRATION:

POINTS FROM INDICATORS 12-14 / ALL POINTS FROM 12-14 = _____ OR _____%

AGE-APPROPRIATE:

POINTS FROM INDICATORS 3 - 4 / ALL POINTS POSSIBLE FROM 3 - 4 = _____ OR _____%

GENERALIZATION:

POINTS FROM INDICATORS 15-16 / ALL POINTS FROM 15-16 = _____ OR _____%

QUALITY INSTRUCTION:

POINTS FROM INDICATORS 5-11 / ALL POINTS POSSIBLE FROM 5-11 = _____ OR _____%

DO ACTIVITIES REFLECT ALL DOMAINS?

YES_____ NO_____

DIRECTIONS FOR USING THE STUDENT ACTIVITY ANALYSIS FORM

The Student Activity Analysis Checklist* was developed for providing classroom consultants, teachers, and/or support staff with information concerning individual student activities. The checklist was derived from items generally thought by special education professionals to be indicators of quality student activities or programs. Not <u>all</u> indicators are appropriate for all student activities. For example integration indicators are not appropriate during toileting. Nor is it essential for <u>all</u> indicators to be present during <u>each</u> activity. The purpose of the checklist is to provide a picture of the types of classroom activities and indicators present for individual students. These data can be used for targeting new, student activities that include more of the indicators, altering existing student activities to include more of the indicators, targeting areas for change within a classroom (e.g., technical assistance for teachers on functional, age appropriate student activities), and/or evaluating the effectiveness of staff inservice training sessions.

The Student Activity Analysis Checklist can be completed for each student or selected students in the classroom. The following are instructions for completing the checklist. Definitions of indicators, examples and a sample completed checklist are included in this handout.

<u>Heading</u>

Fill in the student name (or code if desired), age, teacher name, observer (consultant name), technical assistance number, date of observation and time of observation Indicate whether this data set is a pretest, probe or posttest.

<u>Indicators</u>

In the far left column is a list of 16 indicators of best practices divided into areas of functionality, age-appropriateness, quality instruction, integration and generalization. A brief definition for each indicator shows how it pertains to specific activities. Detailed descriptions and examples are provided in the following pages "Indicator Definition and Examples."

*Adapted from P. Hunt, L. Goetz, & J. Anderson (1986). The quality of IEP objectives associated with placement on integrated versus segregated school sites. <u>Journal of the Association for Persons With Severe Handicaps</u> <u>11</u>(2), 125-130.

Activities

The checklist provides space to describe 10 activities for each student. Each description should include a brief statement of the activity, the domain reflected by the activity, and the amount of student time in the activity. Abbreviations for domains are included in the headings of the data collection sheet (D=domestic, V=vocational, C=community, L=leisure/recreation).

Score

Each activity is compared to all indicators and scored as follows:

1 - indicator observed

0 - indicator not present

n/o - no opportunity to observe indicator (do not count)

All boxes should be completed with either a 1, 0, or n/o.

Tally

When the observation is complete, total the number of tallies across all activities for each indicator and enter in the total column. Divide the total number of points achieved (all 1's) by the total number of points possible (all 1's and 0's) for each area (functionality, age appropriateness, quality instruction, integration, and generalization). If n/o has been used, do not include that item as a possible point. Tallying procedures are further illustrated on page 2 of the sample checklist.

Data Summary Format

The following illustrates how to summarize data from the Activity Analysis Checklist. Note that N refers to the number of activities (which can include up to 10) and that the number of points possible may vary from pre to probe or post.

Student Activity Analysis

Data collected October 87 (Pre); March 88 (Probe); and May 88 (Post)
(N refers to number of activities evaluated)

	Pre	Probe	Post	Pre	Probe	Post	Pre	Probe	Post
Indicator	N=5	N=5	N=6	N=5	N=5	N=3	N=5	N=5	N=5
Functional	3/10 30%	6/10 60%	9/12 75%	6/10 60%	8/10 80%	5/6 83%	7/10 70%	7/10 70%	8/10 80%
Age-appropriate	4/10 40%	6/10 60%	11/12 92%	9/10 90%	10/10 100%	6/6 100%	5/10 50%	7/10 70%	9/10 90%
Quality Instruction	10/17 58%	12/17 71%	22/30 73%	12/17 70%	15/20 75%	11/15 73%	10/25 40%	12/20 60%	14/25 56%
Integration	0/18 0	2/13 15%	4/18 22%	1/12 8%	2/15 13%	1/9 11%	0/15 0	3/15 20%	0/15 0
Generali-zation	1/10 10%	4/10 40%	11/12 92%	7/10 70%	8/10 80%	5/6 83%	4/10 40%	5/10 50%	8/10 80%

INDICATOR DEFINITION AND EXAMPLES

The following are general examples for most cases. There are always those exceptions to the general case, in which the indicator criteria cannot be met. For example, a parent may request that a particular activity occur in isolation or in an unnatural context. Nor is it necessarily appropriate for all indicators to be present during each activity.

FUNCTIONAL: The activity must lead to a meaningful outcome and be performed in a natural sequence.

Critical: The activity leads to a meaningful outcome such as independence, integration, socialization, etc.

Meets criteria	Does not meet criteria
Zip pants	Stack blocks
Cross streets safely	Sort colored chips
Develop pincer grasp by using spoon	Put pegs in holes

Guidelines:
1. Recreation/leisure tasks are critical activities

Natural sequence: The activity is performed in a naturally occurring sequence of events.

Meets criteria	Does not meet criteria
Read and follow directions of a recipe when making lunch	Button p.j.'s after lunch at school desk
Sort clothes by color when doing laundry	Sort clothes by color, in isolation, in order to learn color identification
Wash hands before lunch	Turn pages of book (10 trials) during a nonrelated story time activity
Turn pages of book during story time	

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AGE APPROPRIATE: The materials and activities would be appropriate for a nondisabled peer of the same chronological age.

Material: It would be appropriate for a nondisabled student who is same age to use the materials.

Student's age	Meets criteria	Does not meet criteria
3-5 years	Reach and grasp socks when dressing	Reach and grasp rattle
6-9 years	Roll ball back and forth to nondisabled peer	Make a tower of 3 stuffed blocks
9-12 years	Strengthen pincer grasp grasp using clothes pin on a line	Strengthen pincer grasp using 1 piece knob puzzle

Guidelines:

1. If the task does not require instructional materials (eg, greeting a peer), consider the items present in the instructional setting as the "materials."
2. Score prostheses as age appropriate.
3. Score adaptive devices (including communication boards and books) as age appropriate.

Activity: It would be appropriate for a nondisabled student of the same age to perform the activity.

Student's age	Meets criteria	Does not meet criteria
3-5 years	Blow bubbles during group music time	Lick peanut butter from tip of nose during speech therapy
6-9 years	Play a board game with a nondisabled peer	Play "peek-a-boo" on the playground with a nondisabled peer
10-14 years	Operate a vending machine	Participate in "opening circle" or "morning circle" activities (singing primary level songs, putting clouds on the weather bulletin board, etc.)

Guidelines:

1. Score mobility systems as age appropriate.
2. Academic skills taught in the classroom are age appropriate if nondisabled students of that age would be using the skill in their classrooms.

QUALITY INSTRUCTION: The activity or skills in the activity are targeted on the student's IEP; student choice is provided; student participation is expected and data are collected Adaptive equipment is used to improve the student's participation and behavior management strategies follow least restrictive techniques.

Targeted in IEP: The activity or skills in the activity are targeted in student's IEP.

Meets criteria	Does not meet criteria
Recess includes objectives to develop social skills	Recess does not include student objectives
Classroom chores include vocational training objectives	Classroom chores do not include student objectives
Integrated music includes social and communication objectives	Integrated music does not include student objectives

Choice: Student choice is provided during the activity.

Meets criteria	Does not meet criteria
Choice of which task to do first	No choice provided
Choice of person to interact with (instructor, peer buddy, other student)	No choice provided
Choice of food eaten from plate	No choice provided
Choice of game to play at recess	No choice provided

Active participation: There is an expectation for student to accomplish something during the activity.

Meets criteria	Does not meet criteria
Grasp spoon	Fed by someone, if capable of at least minimal self feeding
Choose food to eat	Menu, portions, and order of items to eat are selected by staff
Turn on toy	Toy turned on for student

Adaptive equipment: **Adaptive equipment, if used, is used to improve the physical functioning of the student.**

Meets criteria	Does not meet criteria
Use of prone stander during music so student can see teacher and push keys on electrical keyboard	Student placed in prone stander during music to keep her from running away

Guideline:
1. If adaptive equipment used incorrectly, mark 0.

Behavior management: **Behavior management strategies, if used, follow least restrictive techniques.**

Meets criteria	Does not meet criteria
Teaching appropriate behavior and redirecting inappropriate behavior	Overcorrection, e.g., repetitive movements until person is visibly distressed
Changing student's environment	Spraying water on face
Changing reinforcement patterns and ratios to student	Squirting lemon juice in mouth
	Retaliatory, corporal punishment

Guideline:
1. Punishment procedures should not be used.

Data: **Student performance data are collected on a daily or probe schedule.**

Meets criteria	Does not meet criteria
Daily data	Quarterly grades
Probe data 2x a week	Monthly tests

Systematic instruction: Specific instructional procedures are used for teaching students.

Meets criteria	Does not meet criteria
Prompt procedures are described in a written format	Procedures are not defined or described in a written format
Antecedent events (cues) are described in a written format	
Consequences (corrections) are described in a written format	

INTEGRATION: The activity includes nondisabled peers who interact with the student. Peer buddy or friend relationships are fostered during the activity.

Proximity: Same age nondisabled student(s) are in the same room or area as the student with disabilities.

Meets criteria	Does not meet criteria
Eat lunch in school cafeteria during regular lunch time	Eat lunch in classroom - no peers available
Use playground equipment during recess	Use playground equipment during separately scheduled recess - no peers available
Eat lunch at fast food restaurant, other people are at restaurant.	Eat lunch at city park during school hours - no peers available

Interaction: Same age nondisabled student(s) interact with student.

Meets criteria	Does not meet criteria
Play a card game with a nondisabled peer	Play card game with the teacher
Shoot baskets on playground with a nondisabled peer	Shoot baskets on playground alone
Take attendance slip to school office with nondisabled peer	Take attendance slip to office with teaching assistant

Relationships: **Same age nondisabled student(s) interact with student as a friend or peer buddy.**

Meets criteria	Does not meet criteria
Play video game with a nondisabled peer	Play video game with a nondisabled peer who instructs the student
Listen to music with a nondisabled peer	Wash tables in cafeteria with nondisabled peer as the supervisor
Sit next to nondisabled peer in class, sharing class materials (book, keyboard, etc.)	Sit next to nondisabled peer in class so peer can keep student occupied

GENERALIZATION: The activity facilitates the student's ability to function in a variety of environments and is taught in a variety of settings and in a manner that reflects the way the skills will be used in the natural environment.

Taught across settings and materials: The activity facilitates the student's ability to function in variety of environments.

Meets criteria	Does not meet criteria
Point to a picture of a glass in a communication book to request a drink of milk while eating lunch and snack	Imitate 5 speech sounds modeled by speech therapist
Improve hand-eye coordination through the performance of toothbrushing and haircombing sequences	Improve hand-eye coordination by putting pegs in holes
Eat lunch in the cafeteria and in two local fast food restaurants	Eat lunch in the classroom
Wash hands in the school bathroom, the store bathroom, and the restaurant bathroom	Wash at the classroom sink
	Put on shirt, pants, and shoes in the classroom

Guideline:

1. The acquisition and the generalization of a single objective may be split into two objectives. Link them together and rate them as one objective.

Natural setting: **The activity is taught in settings where it will be used by the student.**

Meets criteria	Does not meet criteria
Eat in the local fast food restaurant	Eat in the classroom
Stamp and seal envelopes in the school office	Stamp and seal envelopes in the classroom
Buy items at the grocery store	Buy items at the classroom 'store'

Guidelines:

1. Communication, motor, and preacademic/academic objectives taught only in a tutorial one-to-one instructional setting do not meet the criteria
2. Interaction/parallel play/social objectives are always taught in the natural setting and meet the criteria
3. "Toileting" is always taught in the natural setting

TA3.98

Program Quality Indicators
Evaluation Guide

Circle the number which best corresponds with the program status.

Scoring Codes:

0 = Not implemented
1 = Partially implemented
2 = Fully implemented for all students
* = These items not applicable for elementary programs/students under age fourteen.

1.	Ecological inventories are conducted to determine the skills necessary to participate in each community based setting.	0	1	2
2.	Parent interviews and ecological inventories are used to develop IEP objectives.	0	1	2
3.	All IEP objectives are functional and based on real life activities.	0	1	2
4.	Objectives from all curricular domains (domestic living, vocational, recreation/leisure, and community functioning) are represented on the student's IEP.	0	1	2
5.	IEP's delineate adaptations necessary to facilitate the students participation in activities.	0	1	2
6.	Basic skills (communication, social, adaptive behavior, motor and academic) are taught within the context of the functional activity.	0	1	2
7.	The transition planning team includes parents/guardians; current teacher; representatives from the next environment (teacher/adult service agency DDD/RSA/vendor); related services personnel; and the administrator for involvement in all IEP's.	0	1	2
8.	The IEP reflects the integration of therapy goals into classroom, home, and community activities.			
9.	Direct services when indicated are provided in the classroom, home, or community and is reflected in the IEP.	0	1	2
10.	Therapists consult/train parents and staff to implement therapy activities throughout the day and monitor programs on a regular basis.	0	1	2

	11.	Skills are taught in the settings in which they occur and within the natural context.	0	1	2
	12.	Instruction in the community is systematic and is conducted on a frequent regularly scheduled basis.	0	1	2
	13.	Community based training involves small groups of no more than three students.	0	1	2
	14.	Materials, tasks, and instructional settings are age appropriate (classroom looks like a "typical" classroom).	0	1	2
	15.	Students are expected to behave and dress like age peers.	0	1	2
*	16.	All students fourteen years or older are rotated through at least two work training experiences a year in a variety of areas, *e.g. housekeeping, food services, grounds maintenance, clerical.*	0	1	2
*	17.	Job placements are located for all exiting students.	0	1	2
*	18.	Students who are independent at work training placements are moved to new work placements within one month.	0	1	2
	19.	A master schedule describing what each student is doing, when, where and with whom is posted in the classroom.	0	1	2
	20.	Data is taken on all IEP goals.	0	1	2
	21.	The data keeping method is unobtrusive.	0	1	2
	22.	IEP program changes are data based.	0	1	2
*	23.	A transition plan addressing subsequent environment training (preschool and elementary school transitions), future vocational and living arrangements, financial, and medical needs for students exiting school is developed.	0	1	2
*	24.	All families with students age fourteen and above have applied for DES/Division of Developmental Disabilities services.	0	1	2
	25.	All students with handicaps have the opportunity to interact with nonhandicapped age peers throughout the day, *e.g. on the school bus, in the cafeteria, at recess, in the halls and restrooms, at assemblies.*	0	1	2
	26.	Students share one or more classes such as Art, Music, P.E., Home Economics, Industrial Arts, or Library time with nonhandicapped age peers.	0	1	2
	27.	Participate in school activities like their nonhandicapped peers, e.g., clubs, dances, sports events, student council, the same school jobs/ responsibilities, proms, awards ceremonies, and fund raising activities.	0	1	2

*	28.	Participate in graduation ceremonies with age peers.	0	1	2
	29.	Have their school pictures interspersed with peers in the yearbook.	0	1	2
	30.	Classes are located and dispersed on regular age appropriate campus'.	0	1	2

SUBTOTALS

SCORING PROCEDURE: Add the individual scores to obtain the total score.

TOTAL SCORE

$$\frac{\text{TOTAL SCORE}}{\text{Total No. Applicable Items X 2}} = ____ \text{ X } 100 = ____ \%$$

Name of person completing evaluation guide: _____ Date:_____

Name of School/District: _____

IMPLEMENTATION SITE SURVEY

Name of Teacher: _____ Phone Number: _____

Name of School: _____ Name of School District: _____

What service delivery model(s) are used for students assigned to you? **How many students?**

_____ **Home class nonacademic model** - the student participates in general education classroom during opening and closing activities and activities in the areas of art, music, and physical education _____

_____ **Social integration model** - the student is included during general education classroom instruction to provide him or her with appropriate exposure to nondisabled peers. Does not complete instructional assignments _____

_____ **Collaborative Team/Supported instruction model** - Special education staff provide support services within general education classroom instruction. _____

What classroom practices are used to sucessfully support students with disabilities in the general education classroom?

	What grade levels	How many students Typical	With disabilities	How many paraeducators
_____ **Co-teaching model** - the special education teacher co-teaches alongside the general education teacher.				
_____ **Partial co-teaching model** - the special education teacher operates a pull-out program for a portion of the day, but also co-teaches within the general education classroom.				

How many general education teachers do you consult with? _____	Average No. hrs./wk. consulting with general education teachers	How many of these teachers have paraeducator support	Average # hrs/wk paraeducators with gen. ed. teachers
_____ **Consultant model** - the special education teacher, whose students have been distributed in general education classes, works with the general education teachers on a rotating basis. The special education teacher supports the general education teacher by adapting materials and/or co-teaching.			
_____ **Partial consultant model** - the special education teacher operates a pull-out program for a portion of the day, but also works with the general education teacher on a rotating basis to adapt materials.			

	What grade levels	How many students Typical	With disabilities	How many paraeducaors
_____ **Multi-age classroom model** - allows for multi-level instruction, e.g., combined grades 1-3. Focus is on key concepts to be taught, willingness to accept varying types of student activities, and acceptance of multiple outcomes.				
_____ **Cooperative learning model** - involves heterogeneous groupings of students with a wide variety of skills working together in a general education setting.				

	What grade levels	How many students Typical	With disabilities	How many paraeducators
_____ **Activity-based/community based learning model -** emphasizes learning in natural settings and uses functional skills appropriate in both school and community settings.	_____	_____	_____	_____

Where are related services provided for your assigned students identified as needing related services?

_____ general education classroom /how many students: _____
_____ special education classroom /how many students: _____
_____ community settings/how many students: _____
_____ related services room/how many students: _____

At what age are students with disabilities promoted to high school?

COLLABORATIVE TEAM PRACTICES

How many students with disabilities are assigned to you?

How many collaborative teams with general education teachers do you participate on?

How frequently do the collaborative teams meet? For what length of time?

When do you meet?

_____ on your own time before or after the school day

_____ district supported planning time during the school day

What accommodations has the district made to allow collaborative teams to meet on a regular basis?

ARIZONA PROGRAM QUALITY INDICATORS SURVEY FOR STUDENTS WITH SEVERE DISABILITIES

SCORE CODE:

0 = No evidence of this quality indicator.
1 = Some evidence of this quality indicator for most students with severe disabilities.
2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

		SCORE	COMMENTS
I.	PROGRAM PHILOSOPHY		
1.	The program philosophy articulates a strong commitment to services and supports that enable students to be educated in regular classrooms with nondisabled peers.		
2.	The program philosophy emphasizes the goal of maximum participation for all students in typical school and community activities regardless of skill level.		
3.	The program philosophy emphasizes the importance of family involvement and home-school communication structures that are culturally responsive and that empower families.		
4.	Intervention for challenging behaviors involves teaching replacement skills and uses a nonaversive approach.		
5.	The program philosophy emphasizes integrated therapy rather than a pull-out direct service model.		
6.	The program philosophy supports ongoing staff development activities based on a periodic survey of all staff needs, e.g. regular education teachers, related service personnel, paraprofessional staff and special education teachers.		
7.	The program philosophy emphasizes sharing its own innovative and effective efforts with other services in the region through interdistrict and interagency cooperative activities.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

II. PROGRAM DESIGN AND STUDENT OPPORTUNITIES FOR LEARNING	SCORE	COMMENTS
8. Students are given opportunities to make choices, provide input, and express their preferences and feelings as is appropriate for chronological age/grade level expectations (e.g., asking a younger student where s/he would like to sit; giving an older student a choice of which activity to complete first).		
9. The daily schedule reflects a variety of situations for each learner including independent work, small group, large group, one-to-one instruction, socialization, incidental learning opportunities throughout day to promote learning and free time that includes opportunities for peer interactions.		
10. Each student attends the same school he or she would attend if s/he did not have a disability and has the same options to attend other programs (e.g., a magnet school) that are available to nondisabled peers.		
11. Students enrolled in different subject area classes throughout the day with their regular education classmates are engaged in meaningful IEP-related learning activities supported by necessary adaptations for full participation.		
12. Students use school enrichment areas (e.g., library, computer lab) and participate in grade level activities, i.e., school dances, graduation, class field trips, sports and events on a regular basis.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

		SCORE	COMMENTS
13.	Caregiving interactions and natural personal management routines (eating, going to the bathroom, grooming, etc.) are utilized as instructional opportunities and are carried out in a chronologically age-appropriate ways respectful of student dignity.		
14.	All students regardless of level of expressive communication skills are taught appropriate communication and social skills to interact with peers.		
15.	Students with disabilities have developed friendships with nondisabled peers that extend beyond school hours resulting in spending time at each other's homes, going to parties/games together, "hanging out" after school, slumber parties.		
16.	Students aged 18-21 years receive educational services on community college campuses.		
17.	All students aged 3-5 years are served in preschool settings with nondisabled peers.		
18.	There is evidence of longitudinal planning to prepare students for the demands of subsequent environments including contact between sending and receiving teachers, interagency representatives for secondary students (e.g., community college and adult vocational rehabilitation agencies.)		
19.	Related services focus on functional outcomes and are provided in natural settings within the classroom, community and home environments.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

		SCORE	COMMENTS
20.	A community based instructional program is developed by conducting parent interviews, identifying local resources and developing functional age-appropriate activities within the IEP.		

III. SYSTEMATIC INSTRUCTION AND PERFORMANCE EVALUATION

21.	Ecological inventories/discrepancy analyses are used to provide input into the design of age-appropriate individualized education programs,(IEP's) including the same-age general classroom environment/s and/or the four environmental domains of home/personal management, leisure/recreation, vocational, and general community.		
22.	Each student uses an appropriate daily individualized schedule to anticipate activities, i.e., symbol shelf, picture, facilitator, written schedule.		
23.	Challenging behaviors are viewed as instructional needs, indicating areas where skills for more appropriate replacement behaviors must be taught.		
24.	Data on student performance are collected on a regular basis for each IEP objective, and those data are used to make program changes as needed.		
25.	New skills are taught in the context of naturally occurring activities and daily routines, including interactions with peers and adults in a variety of typical environments.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

IV. IEP DEVELOPMENT AND PARENT PARTICIPATION	SCORE	COMMENTS
26. There is active family involvement in assessing needs and identifying priority IEP goals and objectives, including the provision of interpretation and translation services for families who speak English as a second language.		
27. Parents receive a formal report on their child's progress on a quarterly basis in a manner parallel to the report card received by same-age, nondisabled peers.		
28. The IEP includes primary objectives for critical skills that are immediately useful in daily life and the community (e.g., at home, at school, in a store)		
29. The IEP for any student 14 and older includes a plan for a minimum of two vocational experiences a year.		
30. Each IEP includes at least one objective involving social interactions with peers who do not have a disability.		

V. STAFF DEVELOPMENT AND TEAM COLLABORATION		
31. All team members who work with students meet together at least once a month to discuss progress and program changes, including participation of the general class teacher.		
32. Special education teachers are knowledgeable about the instructional practices and curricular content in general education programs for students who are the same age as their own students with disabilities.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

		SCORE	COMMENTS
33.	The school principal has received training directly relevant to serving students with disabilities and their nondisabled peers together in classrooms & community environments.		
34.	All professional staff have attended a regional or national professional conference within the past year and have opportunities to share innovations with colleagues.		
35.	The general educator is a full member on the student's team and assumes responsibility for making the student feel a valued member of the classroom.		
36.	General education paraprofessional and related services personnel receive training and technical assistance each year to develop their skills in using varied instructional strategies and curricular adaptations that enable students with disabilities to attend general education classes.		

SCORE CODE:	0 = No evidence of this quality indicator. 1 = Some evidence of this quality indicator for most students with severe disabilities. 2 = The quality indicator is clearly evident for all students/staff, including programs for students with the most severe disabilities.

IV. FACILITIES AND RESOURCES

	SCORE	COMMENTS
37. Students travel to and from school using the general education transportation system that is accessible for use by students with disabilities.		
38. Students eat lunch in the cafeteria as part of a group of same-age, nondisabled classmates.		
39. General school classrooms (such as shop, computer area, home economics, etc.) are accessible and/or adapted for use by students with multiple disabilities.		
40. The school provides transportation to community training environments.		

Adapted from Program Quality Indicators (PQI):
A Checklist of Most Promising Practices in Educational Programs for Students With Severe Disabilities - March 1992 by Luanna H. Meyer, Joanne Eichinger, & June Downing

PQI SUMMARY SCORES

Program _____ Date Completed _____

_____ By _____

	Areas and Items	Total Possible Score	Actual Program Score	Percentage Achieved
I.	PROGRAM PHILOSOPHY, items 1 through 7	14	_____	_____%
II.	PROGRAM DESIGN AND STUDENT OPPORTUNITIES FOR LEARNING, items 8 and 20	26	_____	_____%
III.	SYSTEMATIC INSTRUCTION AND PERFORMANCE EVALUATION, items 21 through 25	10	_____	_____%
IV.	IEP DEVELOPMENT AND PARENT PARTICIPATION, items 26 through 30	10	_____	_____%
V.	STAFF DEVELOPMENT AND TEAM COLLABORATION, items 31 through 36	12	_____	_____%
VI.	FACILITIES AND RESOURCES, items 37 through 40	8	_____	_____%
	OVERALL PQI SCORE	80	_____	_____%

INSTRUCTIONS

1) Add the number of points received for all items within each area and record under actual program score.
2) Divide the actual program score by the total possible score and multiply by 100 to get the percentage achieved.
3) To obtain the overall PQI score, add the actual program scores for areas I to VI. Divide this number by 80 and multiply by 100 to obtain the overall percentage achieved for your program.

APPENDIX B

USE OF PARAEDUCATOR SUPPORT

SPECIAL EDUCATION ASSISTANTS

PURPOSE: Process for school teams to use to:

- determine the need for the school system to receive special education assistant support to meet the IEP of the student(s) who otherwise would need to be placed in a setting more restrictive than resource.
- determine the number of hours per day when special education assistant support is needed at the school
- supervise/evaluate the assistant

TIMELINE:

- Gather data to present at the MDC meeting placing the student in a resource level of service, or at an addendum meeting for a resource student being considered for a more restrictive placement.
- If assistant support is determined to be necessary, monitor in an on-going fashion to be sure that assistant support is occurring appropriately; revise the plan as necessary.
- Use the same decision-making process to revisit the decision and revise the plan at each annual IEP review.

STEP	ACTION	PERSON(S) RESPONSIBLE
1	Look at specific student needs as reflected in current assessment information and IEP Present Levels, Goals, and Objectives.	Evaluation Team
2	Review "Guidelines for Special Education Assistant Support", including examples and non-examples of appropriate reasons for assistant support as well as potential risks to consider.	Evaluation Team

STEP	ACTION	PERSON(S) RESPONSIBLE
3	Look at student's entire day and analyze: a) times/activities when the student can participate in the regular classroom setting with appropriate modifications without additional adult assistance. (Consider such modifications as: adapted materials, adapted instructional techniques, different goals for participation, parallel activities, behavior plans, etc.. For current resource students, be sure that these modifications, which are less intrusive than additional adult assistance, have been put in place, where possible. For new students, consider a period of time trying less intrusive interventions before considering additional adult support.) b) times/activities when co-teaching, itinerant services in the regular classroom, pull-out into a special education setting, or supervision during non-instructional times can be carried out by current school staff; c) times/activities other than a) and b). These should be the times or activities during the day when additional support will be needed at the school to maintain the student appropriately in a resource level of service.	Evaluation Team
4	Inform Special Programs Director of the likely request for special education assistant hours to allow the school to provide a resource placement for the student.	Building Administrator or Case Manager
5	Discuss the information gathered in Steps 1-3 with the MDC team. Get input from parents, and make the decision about the need for assistant support.	Multidisciplinary Team
6	If assistant support is determined to be necessary, briefly describe the reasons for the decision in the LRE justification. One example of a statement could be: "Additional support from an assistant is necessary to meet the student's needs in the areas of behavior, toileting and supervision during non-instructional times such as recess." Do not write wording such as "full time assistant", or "4-hour/day assistant support". Such specificity is not necessary and will reduce the school's flexibility in revising the plan for the assistant's use.	Multidisciplinary Team

STEP	ACTION	PERSON(S) RESPONSIBLE
7	Complete the "Request for Special Education Assistant Support" and submit to Special Programs Director.	Building Administrator or Case Manager
8	Make a plan for the utilization of the assistant, including responsibility for training the assistant, day-to-day supervision of the assistant, role of the assistant in the planning team, and role of the assistant in communication with parents. Include ways to monitor potential harmful outcomes, ways to fade assistant support when possible, and opportunities for revising the plan.	Case Manager, in collaboration with regular educator(s)
9	Determine responsibility for evaluating the assistant.	Building Administrator and Case Manager

601dnaasst sup042194mbmw

SUGGESTIONS FOR UTILIZATION OF SPECIAL EDUCATION ASSISTANTS

1. Duty: Avoid putting a special education assistant on the duty schedule if possible. They are allocated at your school to provide for specific needs of the system because of specific students. Often, they will already be supervising a special education student or students during the times when duty staff are required, and may need to travel to another school to assist with students there.

2. Role: A special education assistant is assigned to your school to help the school system meet the needs of specific students. The assistant is not a particular student's assistant (Johnny's assistant), or the assistant of the regular or special education teacher who teaches that student. Please assist in educating parents and teachers about the role of the assistant.

3. Ongoing evaluation and review: Constantly review how the assistant is being utilized to assist the school system. Be on the alert for negative outcomes (i.e., student dependence) and remove assistance whenever the student no longer needs it during a certain activity. When situations change at your school (a student moves, or the school no longer needs aide assistance for a student), alert the Special Programs office so the aide allocation can go to another school where a need has come up.

Request for Special Education Assistant Support

Student Name _____ Date _____

School _____ Grade _____

1. Student needs/characteristics for which assistant support is required (refer to current assessment information and IEP Present Levels, Goais, and Objectives; be sure to review "Guidelines for Special Education Assistant Support"):

   _____
   _____
   _____

2. Analysis of Student Schedule:

   a) times/activities when the student can participate in the regular classroom setting with appropriate modifications. Be sure that these modifications, which are less intrusive than additional adult assistance, have been put in place, where possible. (Look at academic, non-academic times including lunch, recess, music, etc.):

   _____
   _____
   _____

   b) times/activities when co-teaching, itinerant services in the regular classroom, pull-out into a special education setting, or supervision during non-instructional times can be carried out by current school staff:

   _____
   _____
   _____

   c) times/activities other than a) and b). These should be the times/activities when additional support will be needed at the school to maintain the student appropriately in a resource level of service:

   _____
   _____
   _____

3. Number of hours of special education assistant support needed (report as hours per day or hours per week):

_____

_____

_____

4. Briefly describe a preliminary plan for how the team is thinking of utilizing the assistant. Remember, the assistant is to support the whole school system. He/she can work directly with the student, or assist with other students or tasks so that certified staff can work with the student:

_____

_____

_____

Assistant Training plan: _____

Assistant Supervision plan: _____

Assistant's role in planning team: _____

Assistant's role in parent communication: _____

Plan to monitor potential harmful outcomes: _____

Plan for fading assistant support: _____

_____

Principal or designee

_____ _____

Regular educator Special educator

_____ _____

Other Other

SUBMIT TO SPECIAL PROGRAMS DIRECTOR

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Request for Special Education Assistant Support

John Kyrene
Student Name

May 15, 1994
Date

Kyrene Elementary
School

4
Grade

1. Student needs/characteristics for which assistant support is required (refer to current assessment information and IEP Present Levels, Goals, and Objectives; be sure to review "Guidelines for Special Education Assistant Support"):
non-ambulatory (wheelchair bound), needs help toileting, has poor fine motor skills so is not independent at feeding himself or using pencil/pen, needs daily mobility exercises to maintain motor functioning, not totally independent at propelling himself in wheelchair
2. Analysis of Student Schedule:

a) times/activities when the student can participate in the regular classroom setting with appropriate modifications. Be sure that these modifications, which are less intrusive than additional adult assistance, have been put in place, where possible. (Look at academic, non-academic times including lunch, recess, music, etc.):
8:00 - 8:45 opening activities, journal, spelling
10:00 - 10:30 Math instruction
2:00 - 2:30 story read-aloud, oral book reports, silent reading, Health 1x/wk

b) times/activities when co-teaching, itinerant services in the regular classroom, pull-out into a special education setting, or supervision during non-instructional times can be carried out by current school staff:
8:45 - 9:30 reading co-teaching
9:30 - 10:00 S/L M, T, Th, PT Friday, Resource Wed - Keyboarding skills
10:30 - 11:00 Resource math

c) times/activities other than a) and b). These should be the times/activities when additional support will be needed at the school to maintain the student appropriately in a resource level of service:
11:00 - 12:00 toileting, lunch, recess
12:00 - 12:30 P.E.: M, W, Music: T, Th, Art: F
12:30 - 2:00 Handwriting, written language, math manipulatives, science/social studies, mobility exercises (in resource room), toileting

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3. Number of hours of special education assistant support needed (report as hours per day or hours per week):
5 hours per day + 30 minutes per day for prep + communication + 30 minutes per week for team planning = 18 hours per week.

4. Briefly describe a preliminary plan for how the team is thinking of utilizing the assistant. Remember, the assistant is to support the whole school system. He/she can work directly with the student, or assist with other students or tasks so that certified staff can work with the student:
Assistant will help with toileting, eating, supervision on playground for safety, do daily mobility exercises. In classroom will assist Johnny with adapted activities or work with other students as Bill and Susie can work more with Johnny.

Assistant Training plan: Susie S. responsible, PT will train mobility exercises
Assistant Supervision plan: Susie S. designated supervisor, Bill + Susie plan for asst. together
Assistant's role in planning team: meet with planning team 30 minutes per week
Assistant's role in parent communication: to be determined at next team meeting
Plan to monitor potential harmful outcomes: regular agenda item at team meetings.
Plan for fading assistant support: Sequence for fading: 1) music and art 2) toileting and eating as skills increase 3) try to substitute natural peer assistance in cafeteria, on playground and during some classroom activities

Jane Jones
Principal or designee

Bill Brown
Regular educator

Susie Smith
Special educator

Sally S. Language
Other

Other

SUBMIT TO SPECIAL PROGRAMS DIRECTOR

GUIDELINES FOR SPECIAL EDUCATION ASSISTANT SUPPORT

Examples of Student Characteristics/Needs Which May Require Assistant Support in Order for the Student to Benefit from a Resource Placement

1. The student frequently behaves in a manner that is dangerous to self or to others.
2. The student is young and/or very dependent and needs supervision for safety during non-instructional times (recess, lunch).
3. The student frequently engages in behavior that consistently and seriously disrupts the learning of others and has been resistant to interventions.
4. The student has physical disabilities which seriously affect independence in self-care.
5. The student is hearing impaired, communicates through sign language, and requires an interpreter-aide to have equal access to the opportunity to learn.

Potential Risks to Consider:

1. An assistant may encourage dependence, and limit the growth of independence.
2. Adult proximity to the child may limit opportunities for the child to interact with and establish relationships with peers.
3. If a student is seen by others as always being shadowed by an adult, the result may be more stigmatizing than a self-contained placement.
4. Assistants are not trained as teachers and the potential exists that students will receive inadequate instruction.
5. There is no existing assistant training program to train potential assistants for special education students.

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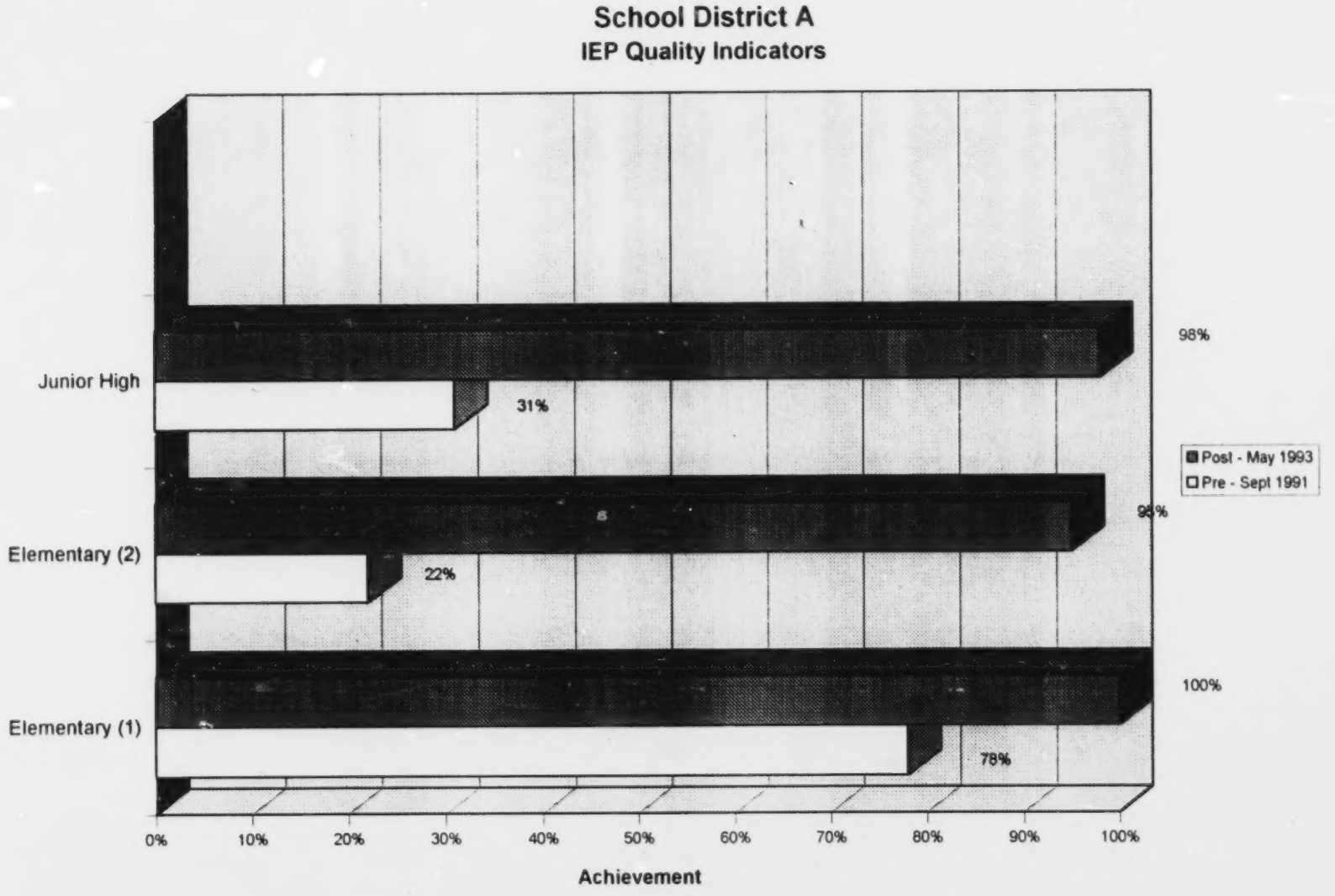
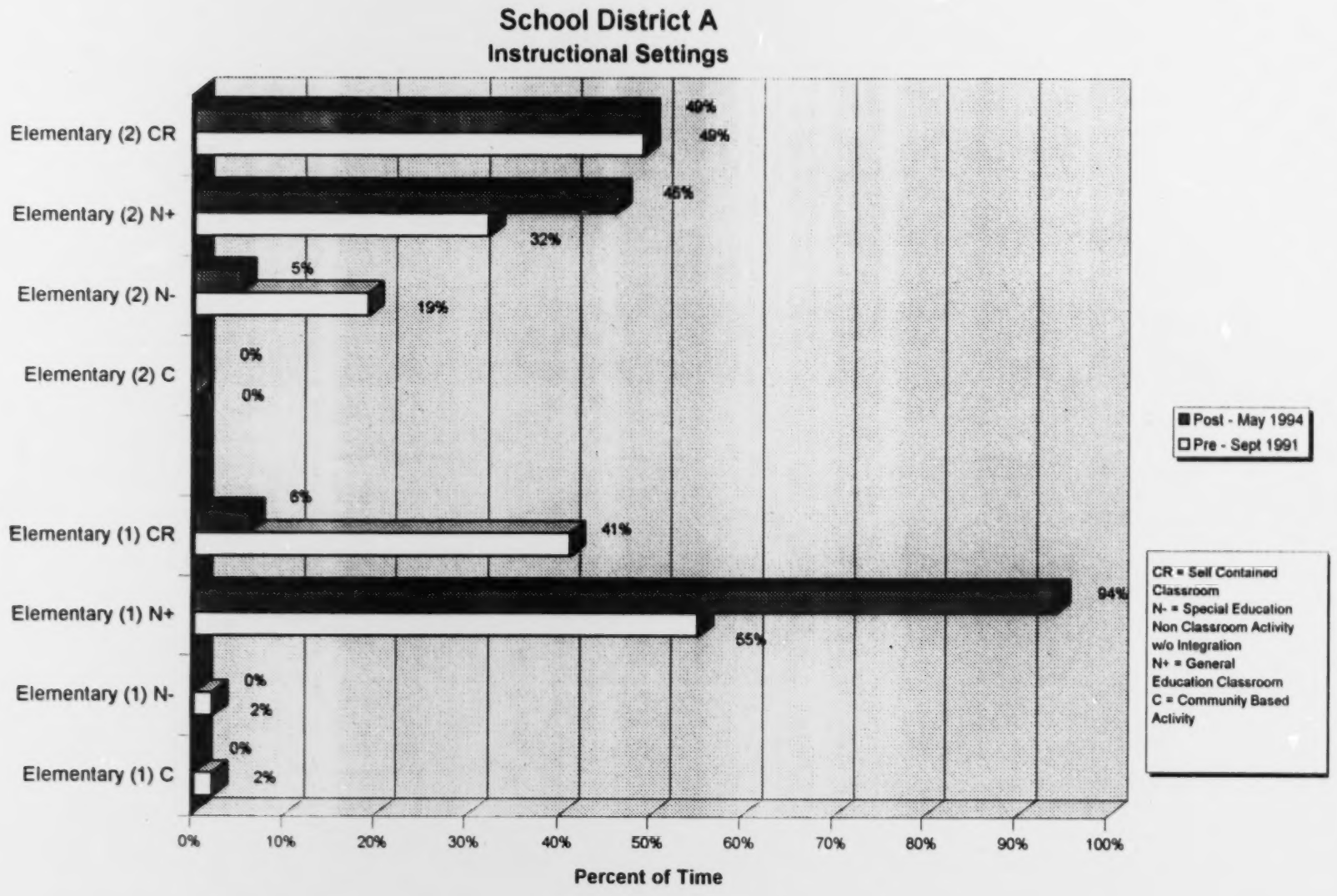
Non-examples: (Based on experiences across the district and the extent of diversity of learning needs successfully accommodated for without extra assistant support)

1. Any particular disability category or medical diagnosis (i.e., mental retardation, emotional disability, Down's Syndrome, ADHD).	**Rationale:** Individuals who are members of groups with a particular educational disability or medical diagnosis do not have common educational needs based on their membership in that group. Their educational needs are determined by their individual learning characteristics as outlined in the Individual Education Plan.	**Alternatives to Assistant:** Depending on the student's Individual Education Plan, the whole range of educational services available may or may not be appropriate.
2. Academic functioning significantly below grade level (i.e., a 6th grader functioning at 2nd grade level, a kindergartner functioning at preacademic level), or developmental functioning at a level lower than age mates, but which, with the addition of a 1:1assistant, could approximate or appear to be like grade/age level functioning.	By definition, a student with a disability will be achieving at a significantly lower level than his/her age mates. Kyrene's Special Education model has always accommodated for these needs by regular and special education staff working together to provide a modified program for each disabled student. Further, Kyrene's Special Education model allows for lower than average case loads for resource teachers so that students with significant discrepancies can be accommodated for at their home school. While an extra adult in the class, sitting by the student, may be able to assist the student in doing what the other students are doing and in looking like them, that activity may not result in real learning for the student. It is more appropriate for the student to have a modified program, with objectives meaningful for him/her, designed and carried out together by the regular and special education staff.	**Alternatives to Assistant:** Adaptation of classroom curriculum by regular and resource staff to meet the student's present instructional level, co-teaching, possible pull-out into the resource room during instructional periods when curriculum adaptation or co-teaching isn't feasible.
3. Difficulties with task completion or on-task behavior.	These are commonly encountered problems for students with disabilities. Regular and special education staff are expected to work together to provide a modified behavior plan to meet the needs of these students.	**Alternatives to Assistant:** Work completion plans or behavior plans jointly planned and implemented by regular and resource staff with parent involvement, instruction provided to the student on study skills or "good student" behavior, possible pull-out into the resource room during specific activities in the regular classroom where data shows the child isn't successful.
4. Belief of parents or school team that a 1:1 assistant is needed in order for the child to make maximum educational growth.	**Rationale:** It is not appropriate, nor feasible, for a public school to provide services for a disabled student that offer a better chance for learning than that provided for non-disabled students. Any student, disabled or not, would most likely benefit from a 1:1 instructional situation. The school's responsibility is to provide services for a student with a disability which can reasonably be expected to help the student make progress on IEP goals and objectives and provide access to learning equal to that provided for students without disabilities.	**Alternatives to Assistant:** Work with parents to educate them about appropriate services the school can provide, and attempt to reach agreement on ways other than assistant support that can be put into place to meet their child's IEP goals. Assist parents in understanding that if their child is making progress on IEP goals, this is evidence that the services being provided are appropriate. If parents continue to request inappropriate services, notify them in writing of the district's decision.

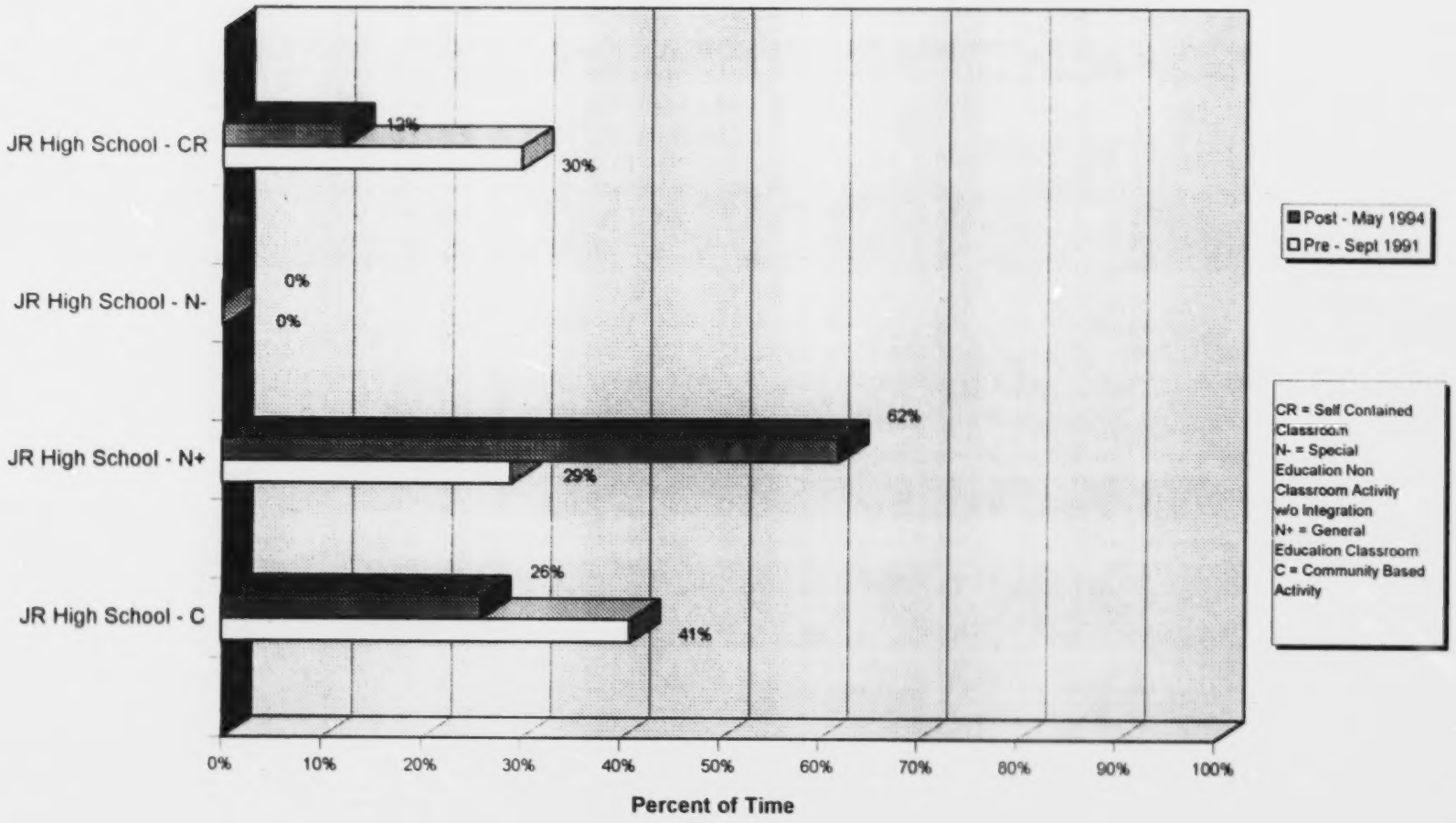
APPENDIX C

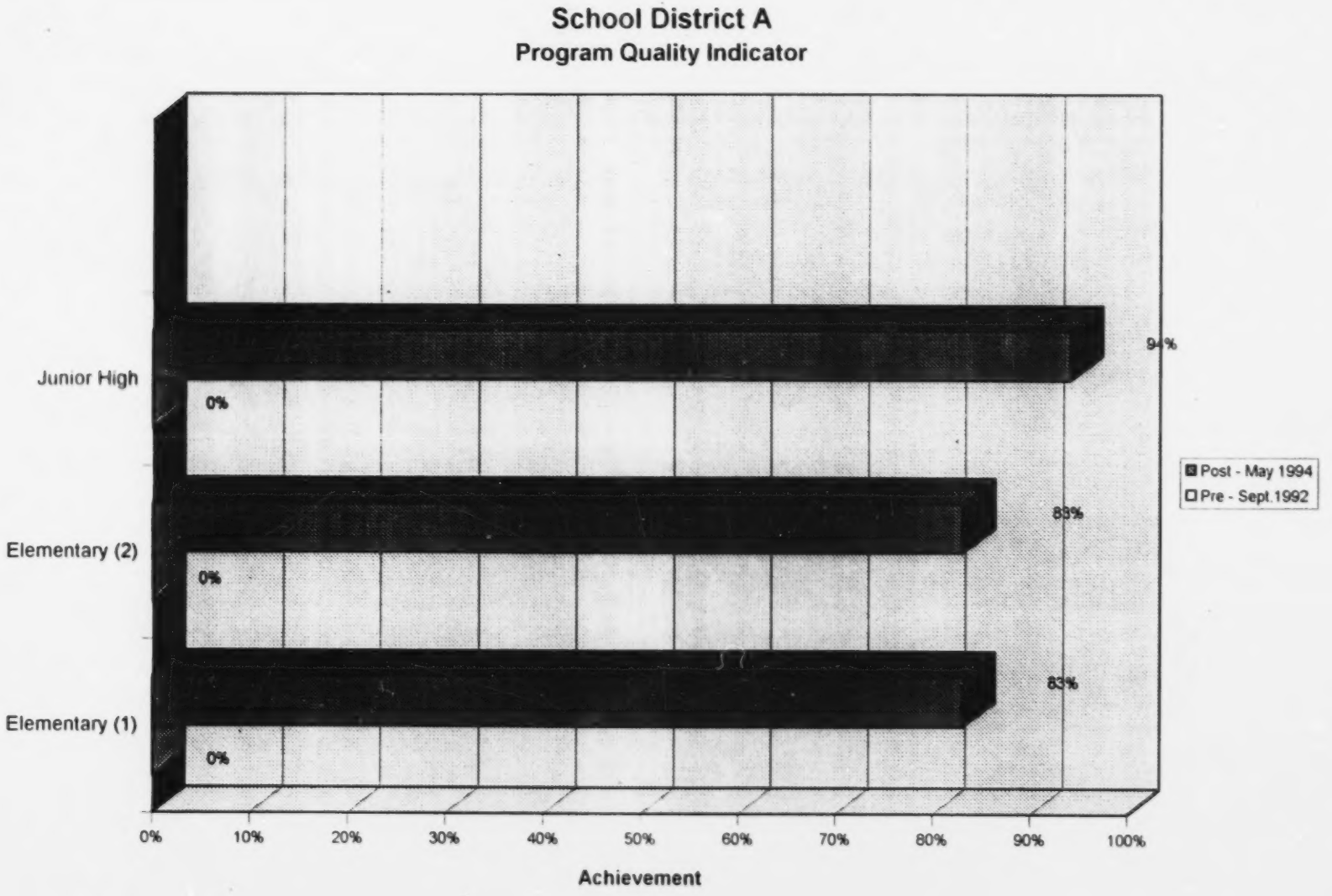
SCHOOL DISTRICT BAR GRAPHS

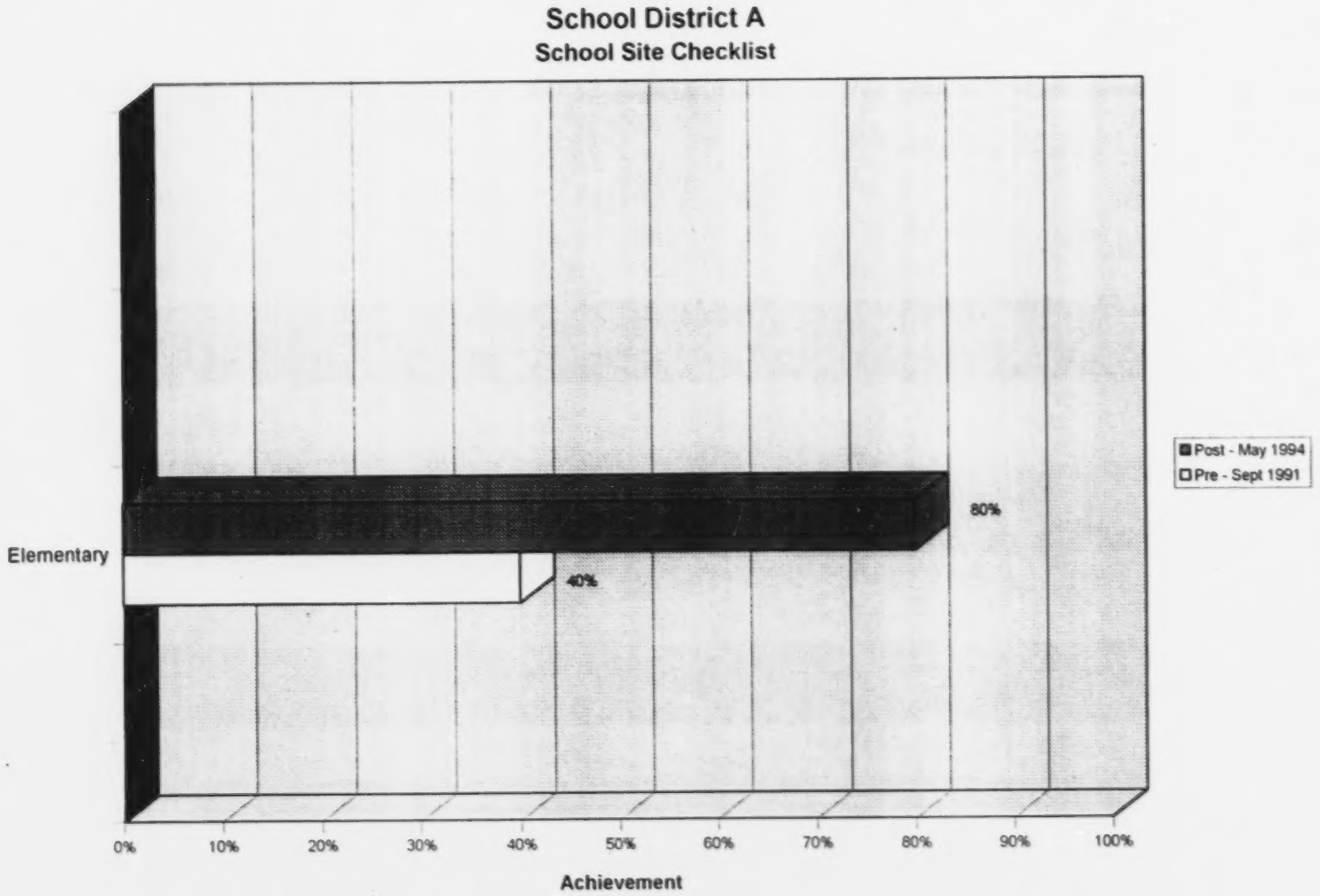

School District A
IEP Quality Indicators
Junior High
Elementary (2)
Elementary (1)
98%
31%
98%
22%
100%
78%
Post - May 1993
Pre - Sept 1991
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement


School District A
Instructional Settings
Elementary (2) CR
Elementary (2) N+
Elementary (2) N-
Elementary (2) C
Elementary (1) CR
Elementary (1) N+
Elementary (1) N-
Elementary (1) C
49%
49%
46%
32%
5%
19%
0%
0%
6%
41%
94%
55%
0%
2%
0%
2%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time
Post - May 1994
Pre - Sept 1991
CR = Self Contained Classroom
N- = Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

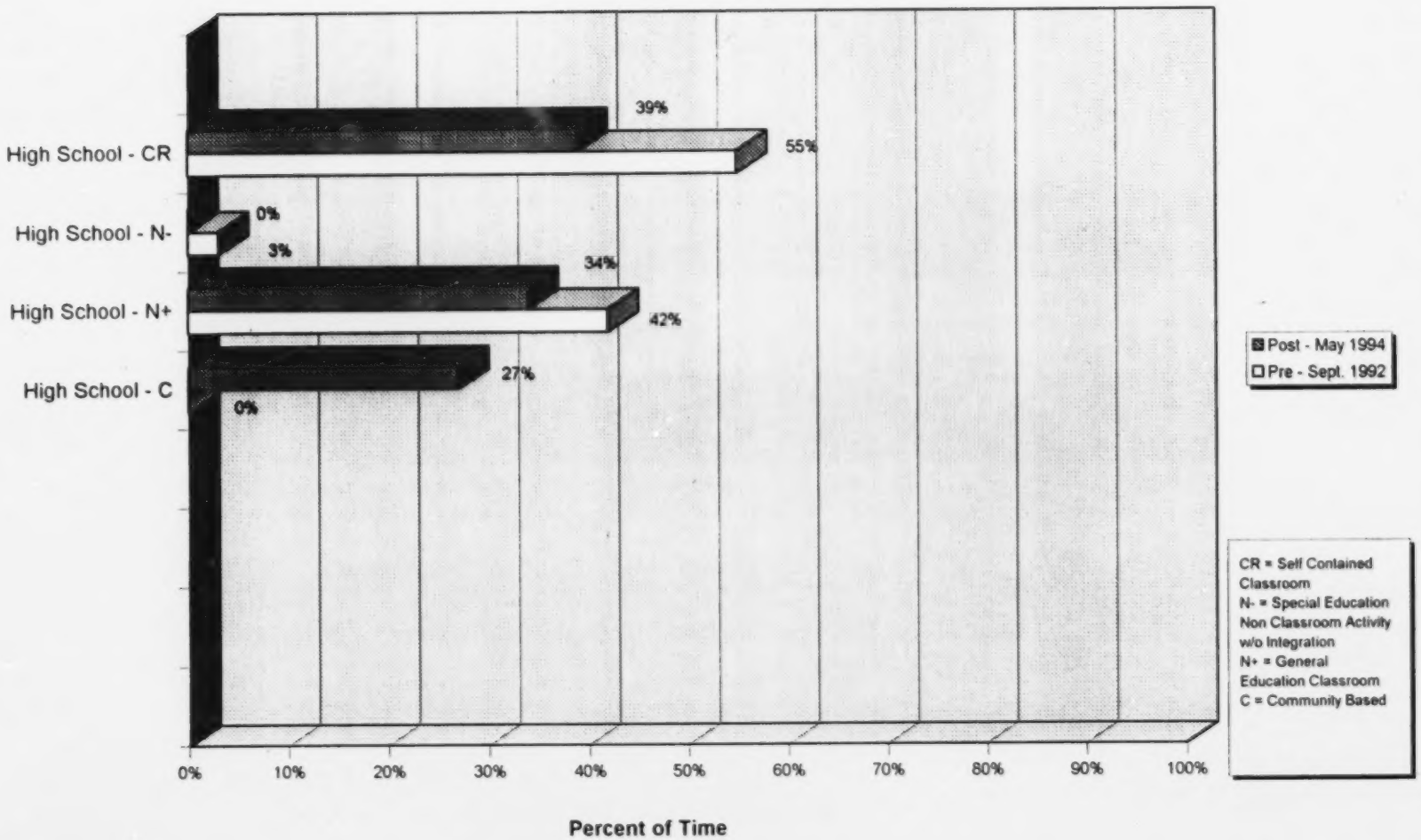
School District A
Instructional Settings

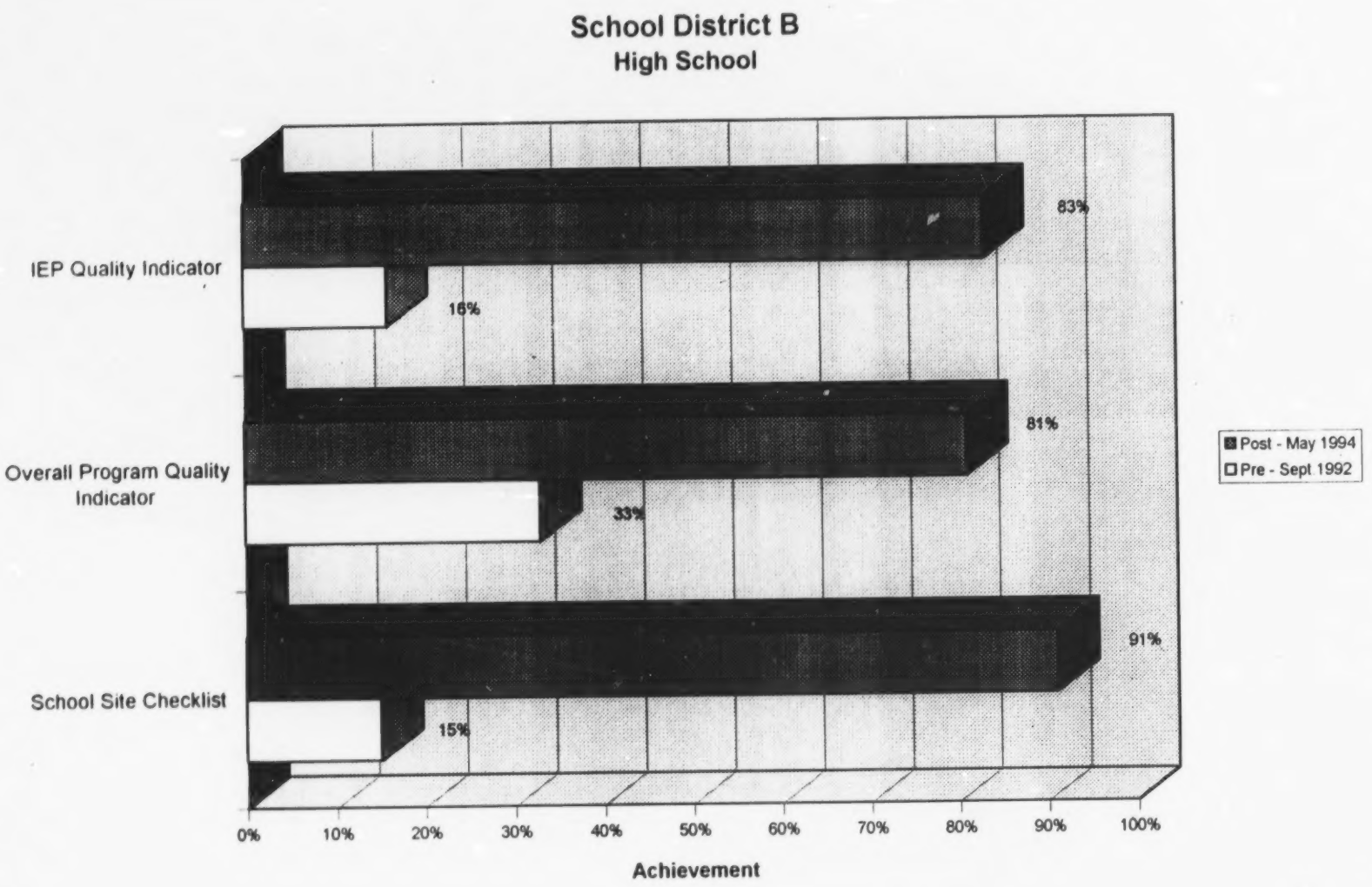



School District A
Program Quality Indicator
Junior High
Elementary (2)
Elementary (1)
0%
0%
0%
94%
88%
83%
Post - May 1994
Pre - Sept.1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

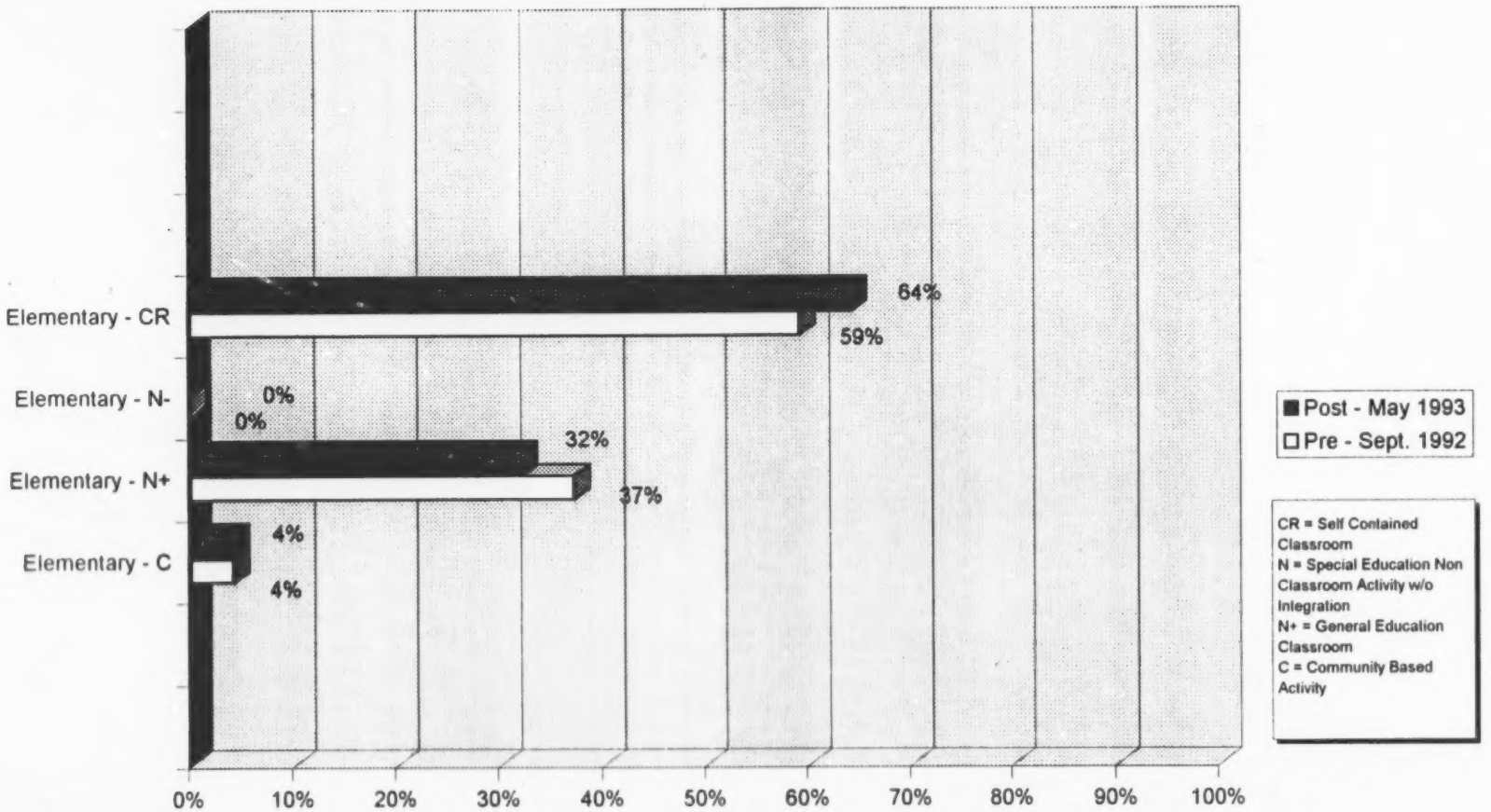

School District A
School Site Checklist
Elementary
80%
40%
Post - May 1994
Pre - Sept 1991
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

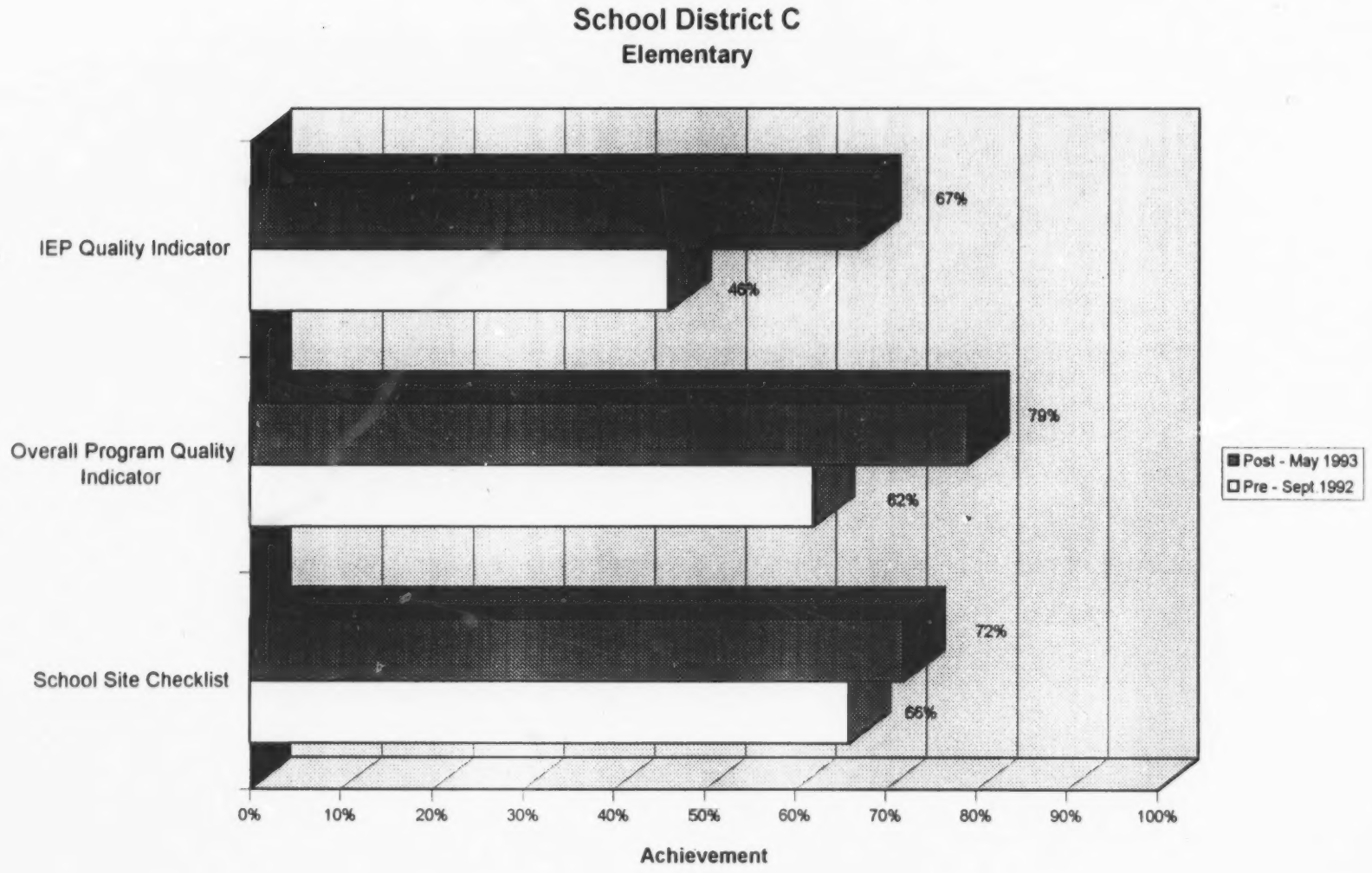
School District B
Instructional Settings




School District B
High School
IEP Quality Indicator
Overall Program Quality Indicator
School Site Checklist
83%
16%
81%
33%
91%
15%
Post - May 1994
Pre - Sept 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

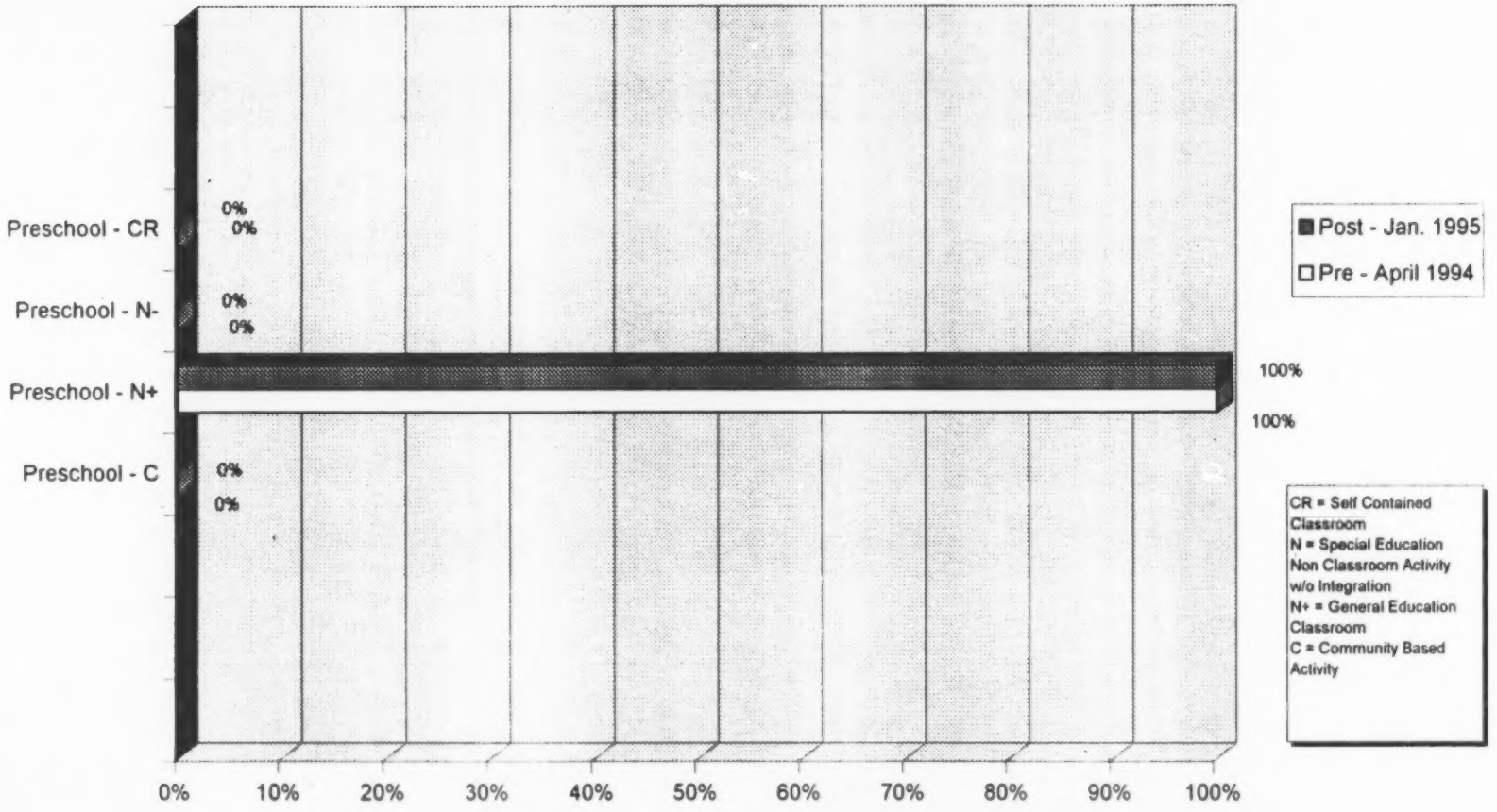
School District C
Instructional Settings



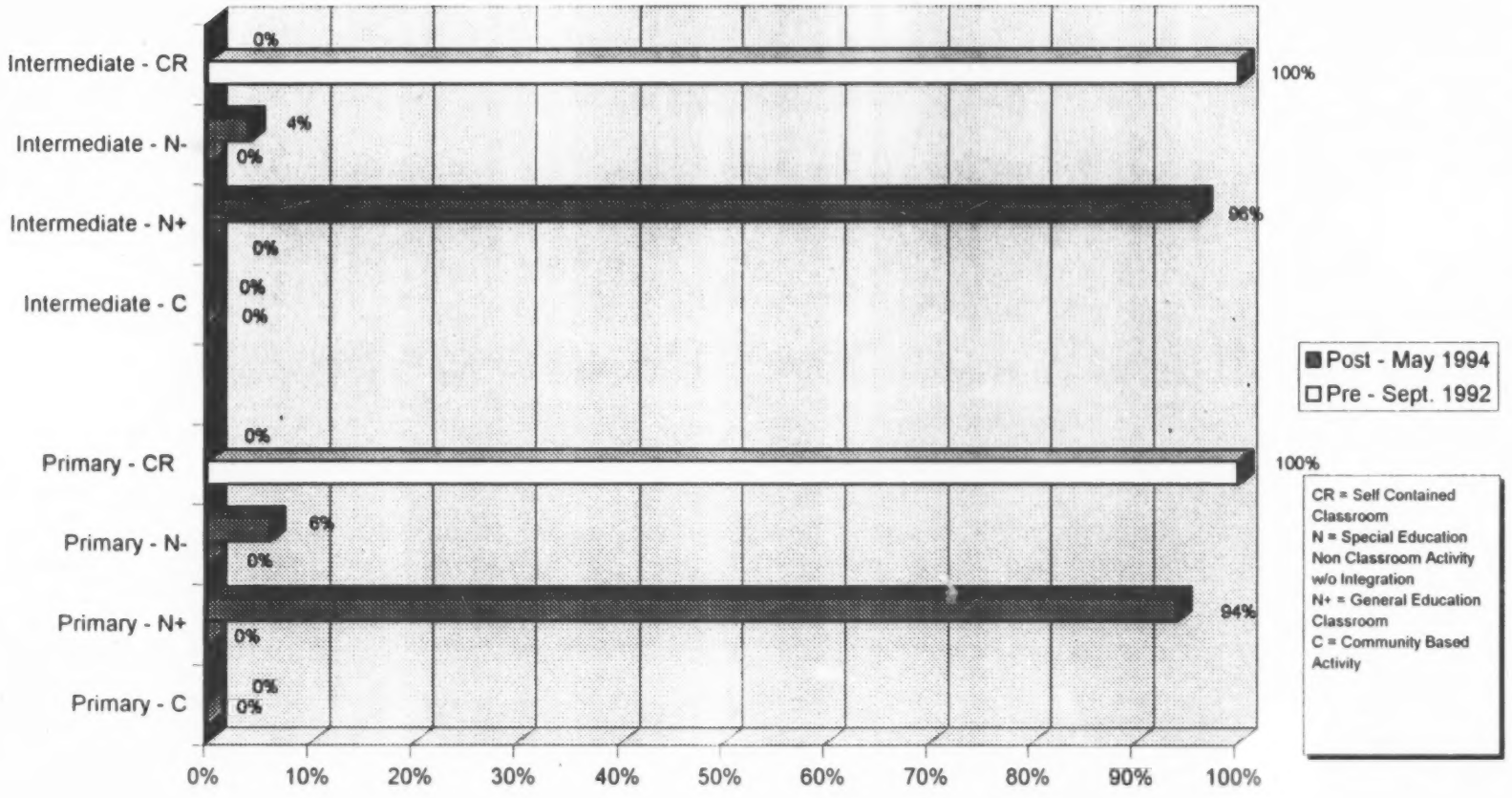

School District C
Elementary
IEP Quality Indicator
Overall Program Quality Indicator
School Site Checklist
67%
46%
79%
82%
72%
66%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement
Post - May 1993
Pre - Sept 1992

169

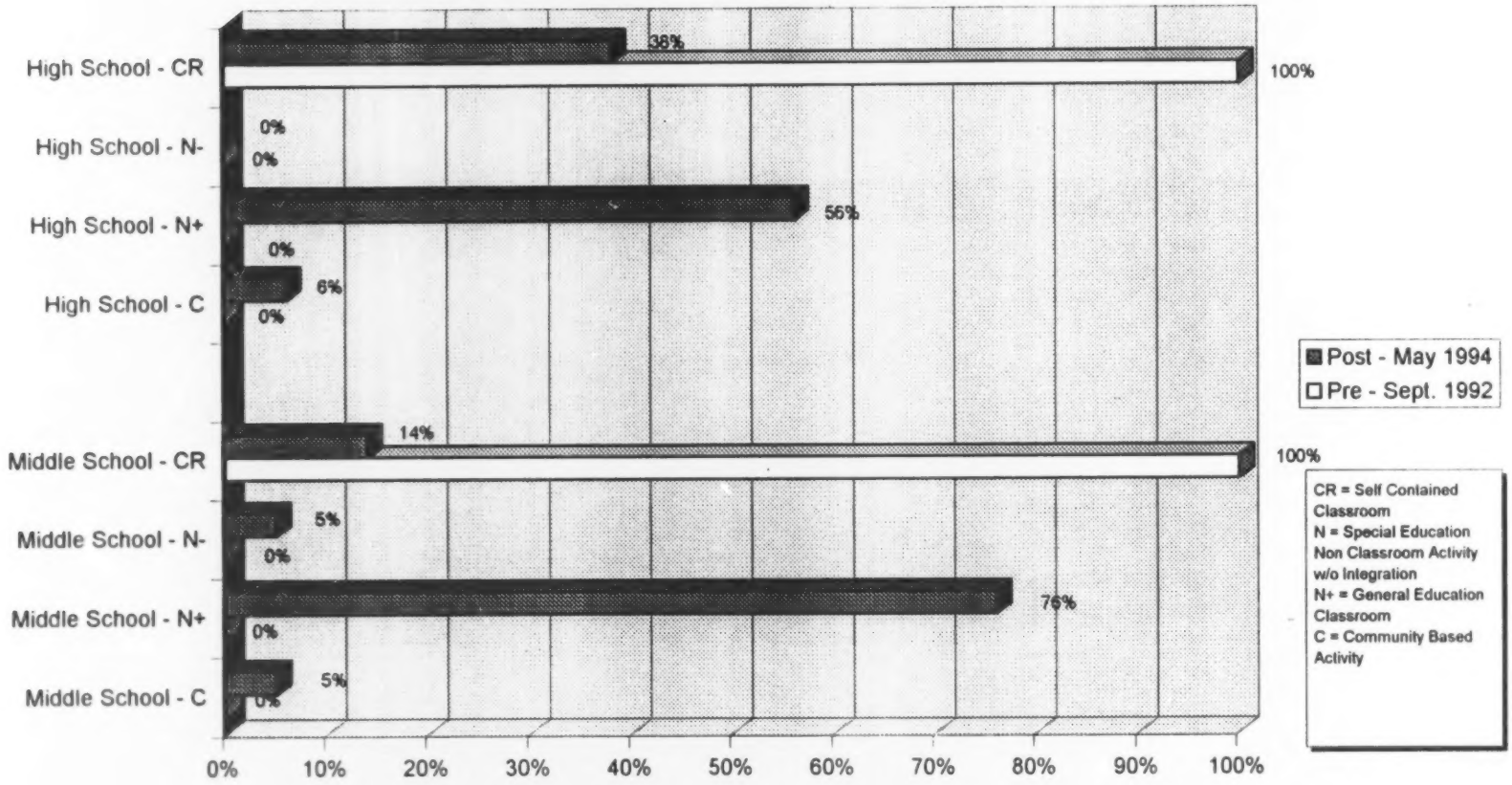
School District D
Instructional Settings

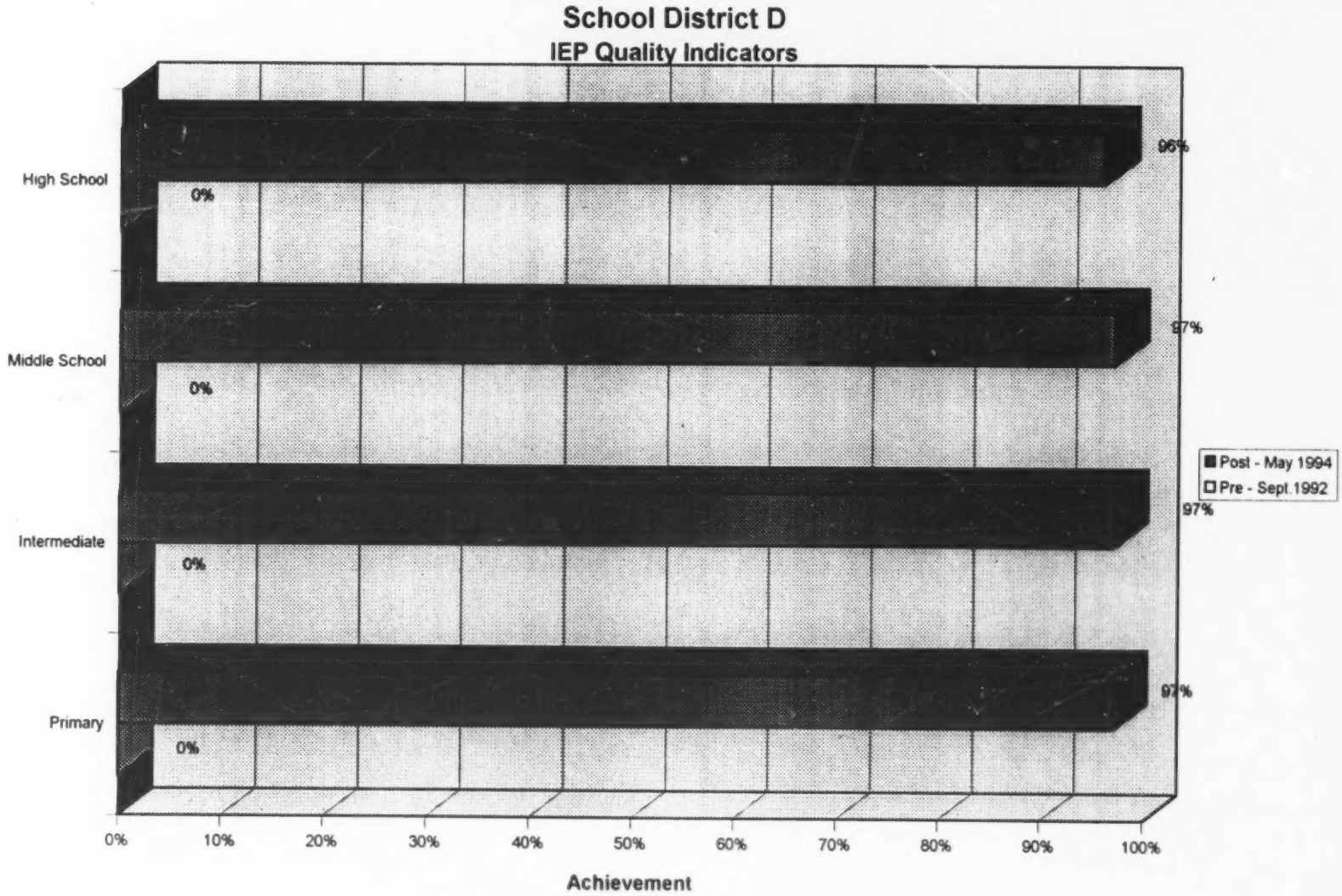


School District D
Instructional Settings

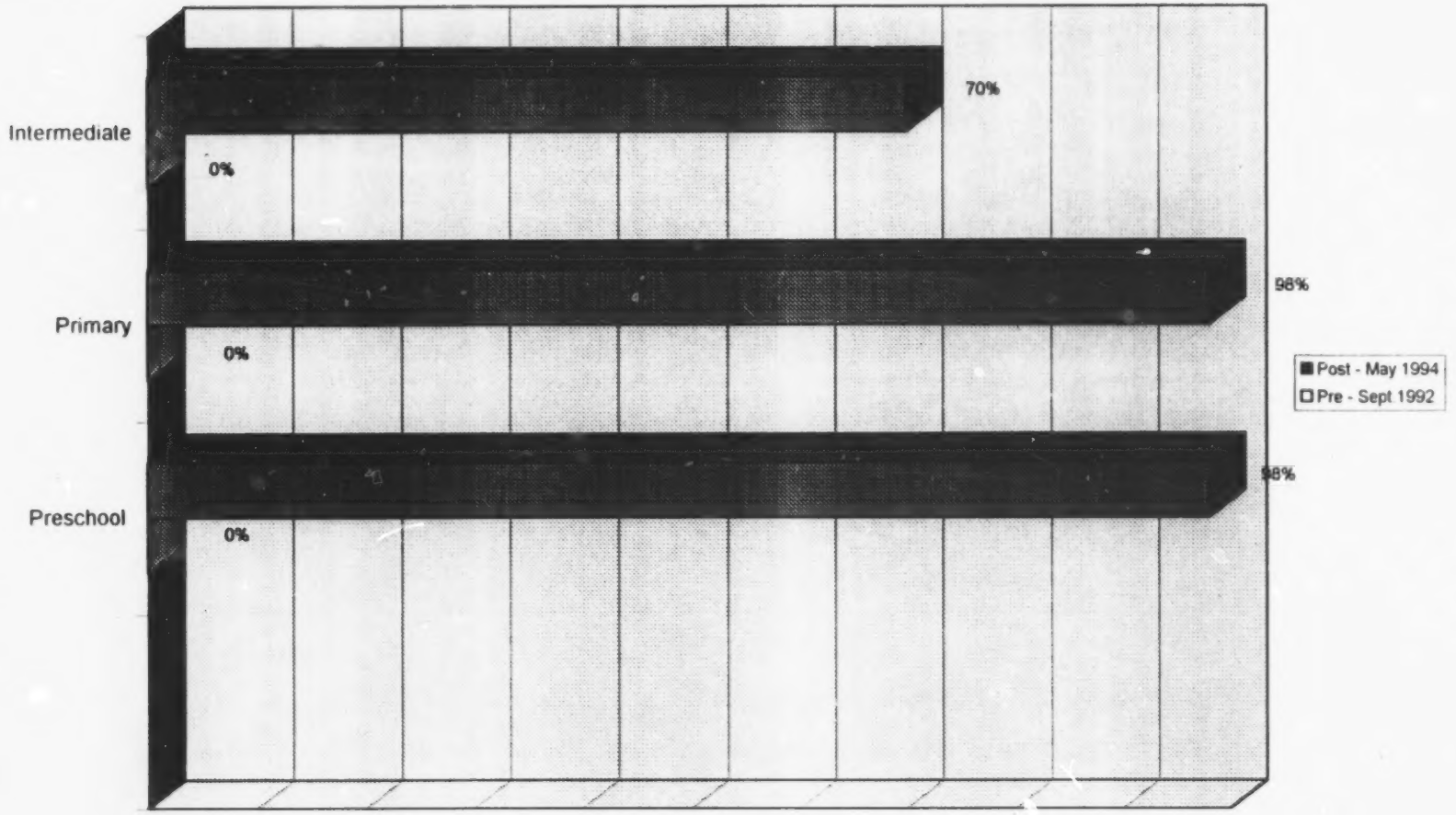


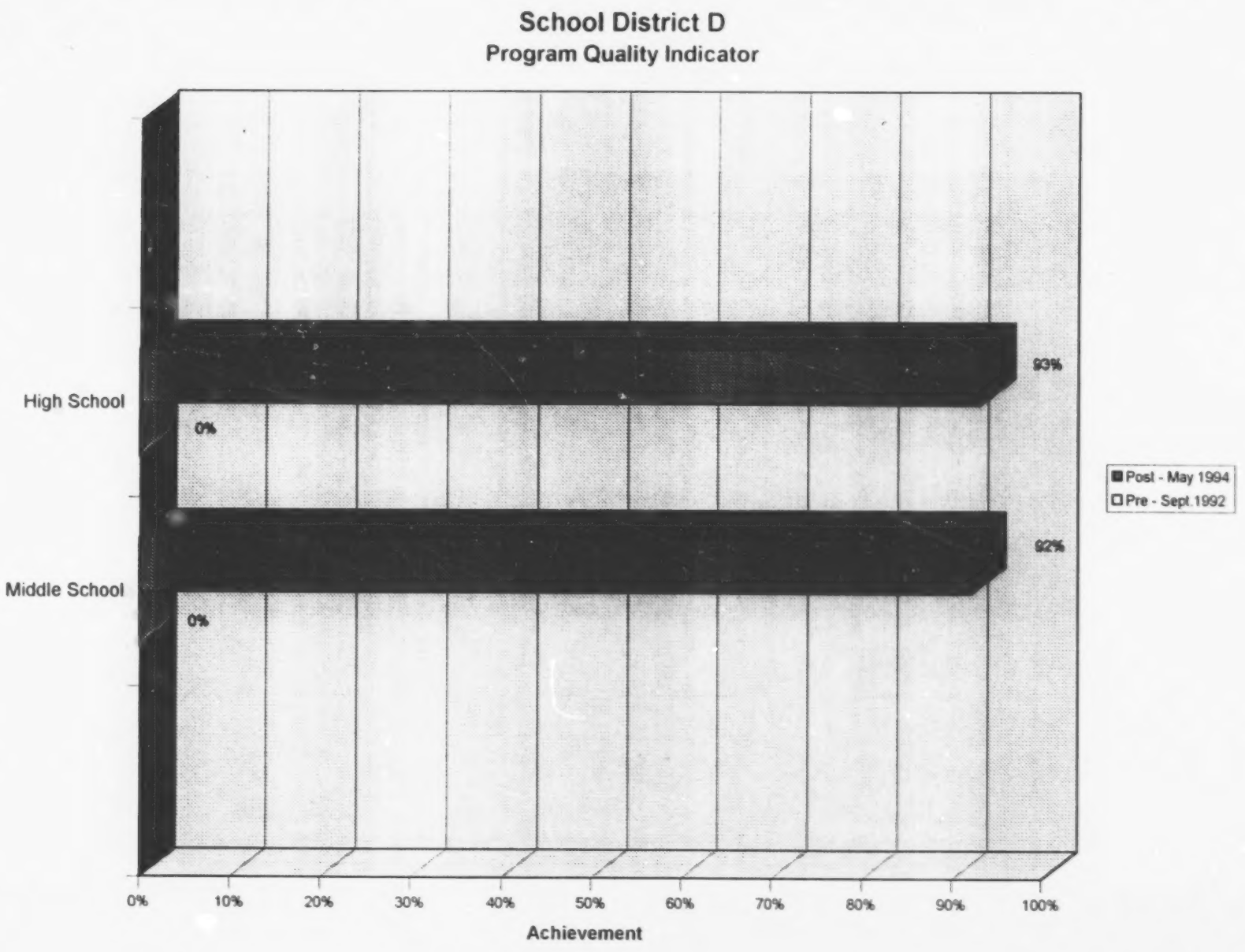
School District D
Instructional Settings

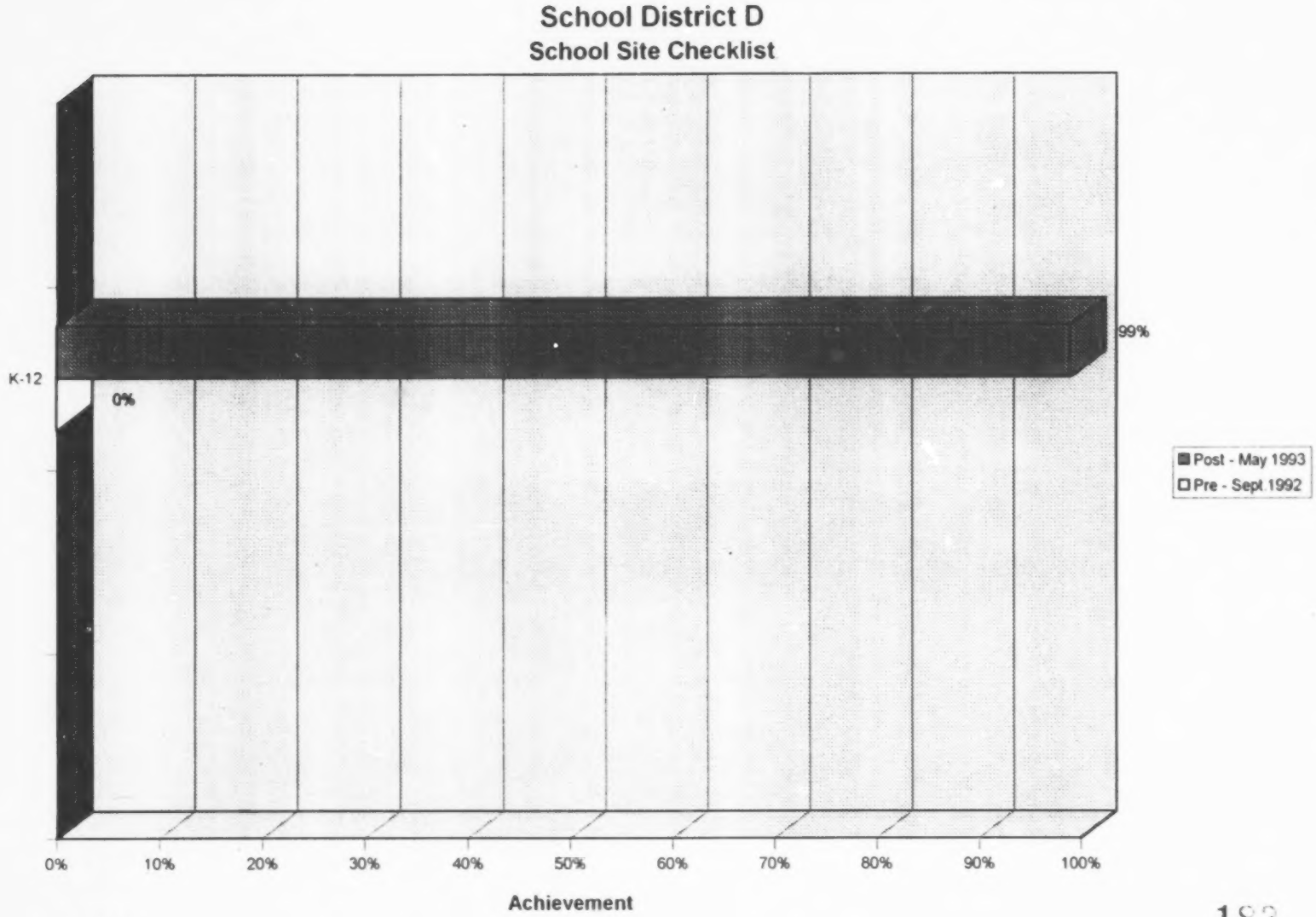



School District D
IEP Quality Indicators
High School
Middle School
Intermediate
Primary
0%
0%
0%
0%
97%
97%
97%
97%
Post - May 1994
Pre - Sept.1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

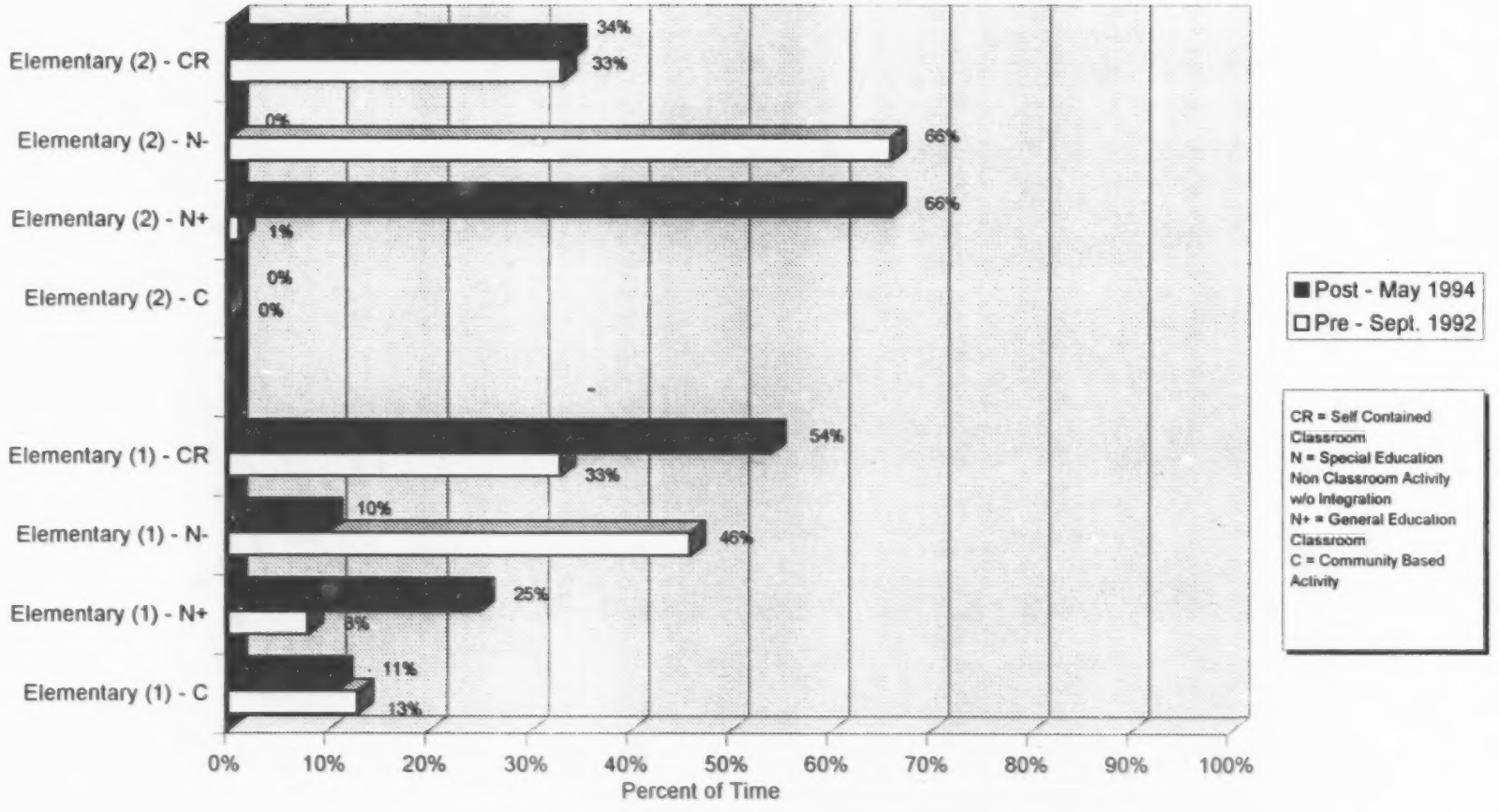
School District D
Program Quality Indicator



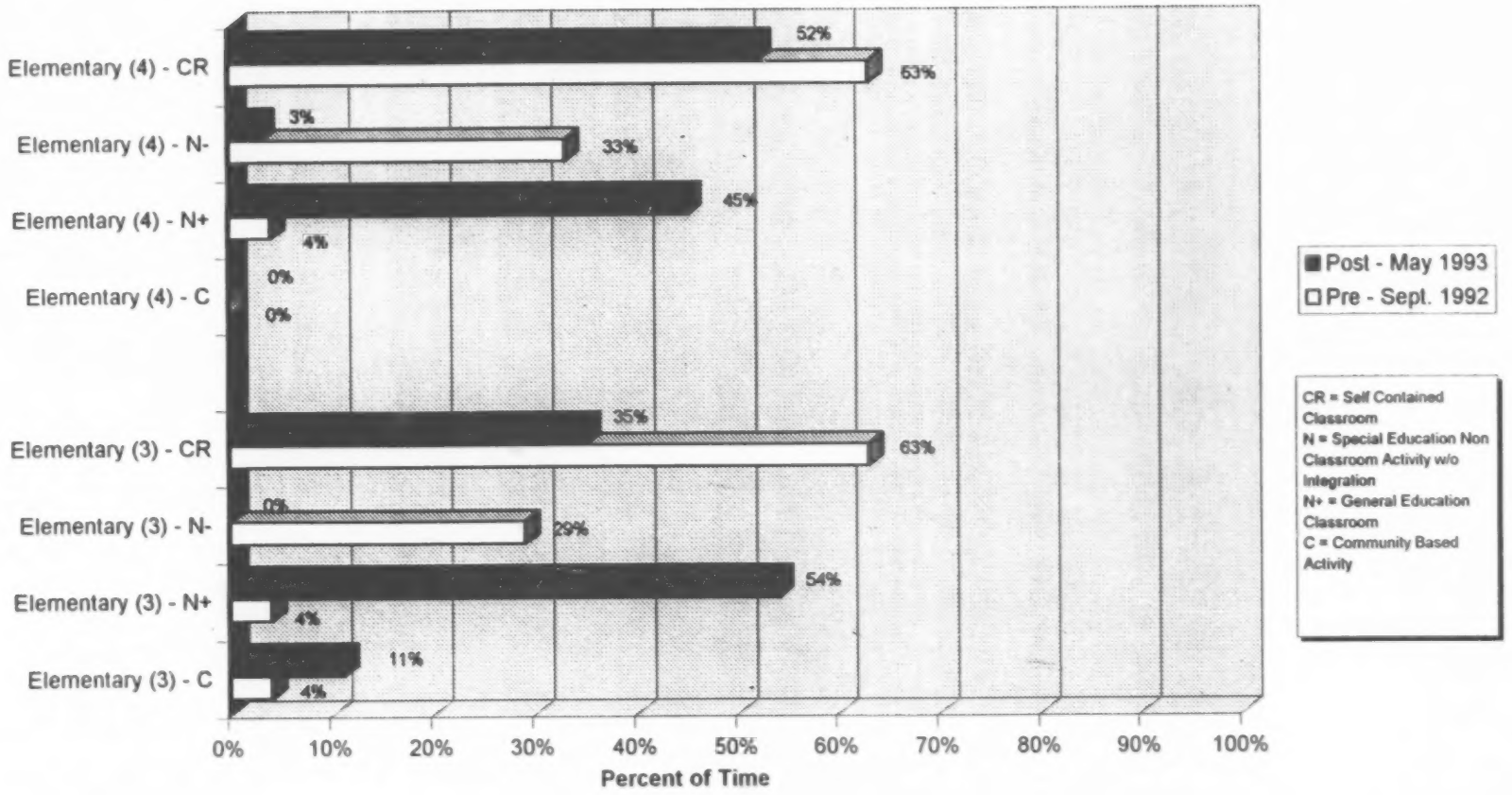

School District D
Program Quality Indicator
High School
Middle School
93%
0%
92%
0%
Post - May 1994
Pre - Sept.1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

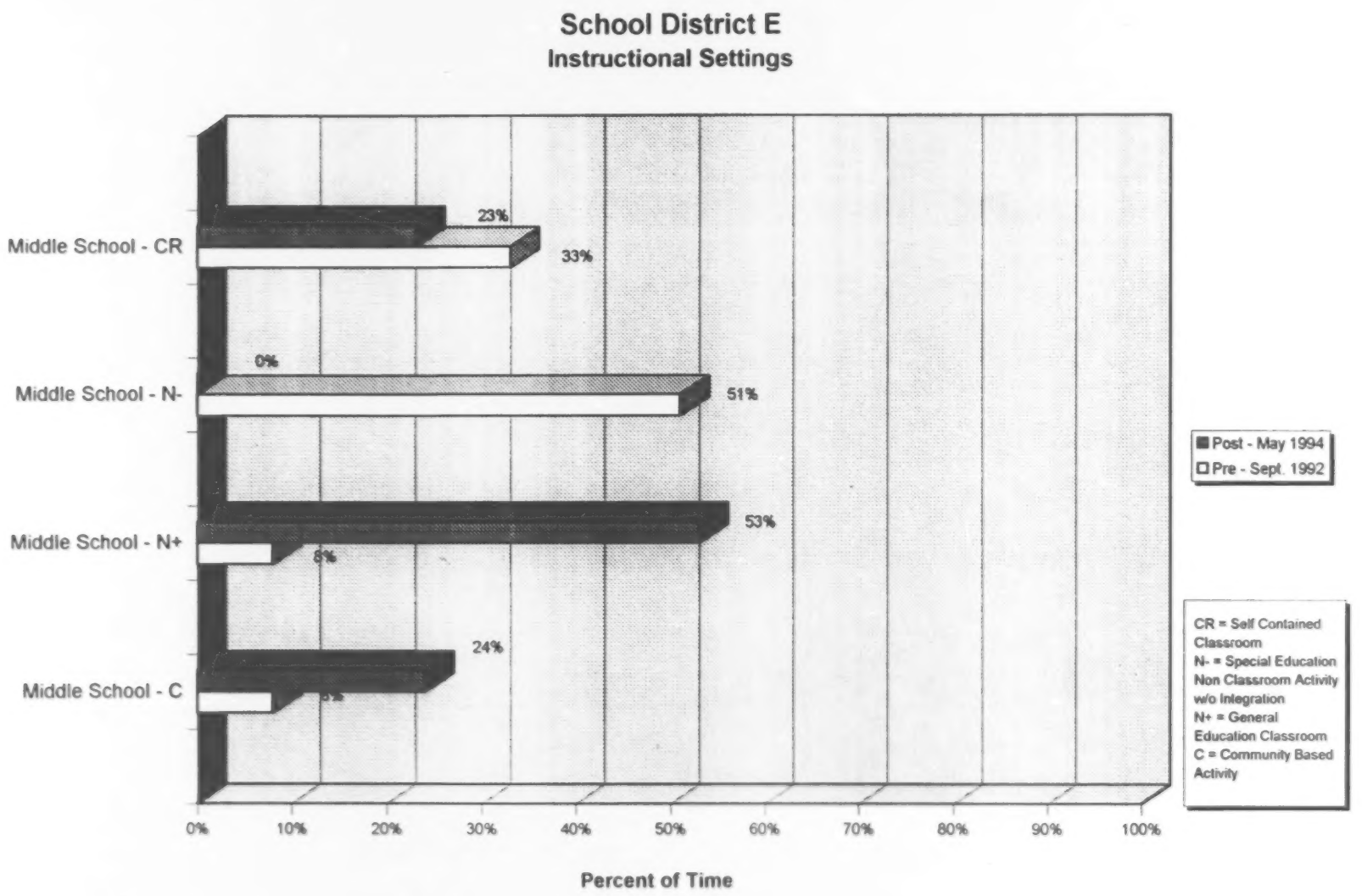

School District D
School Site Checklist
K-12
0%
99%
Post - May 1993
Pre - Sept 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

School District E
Instructional Settings



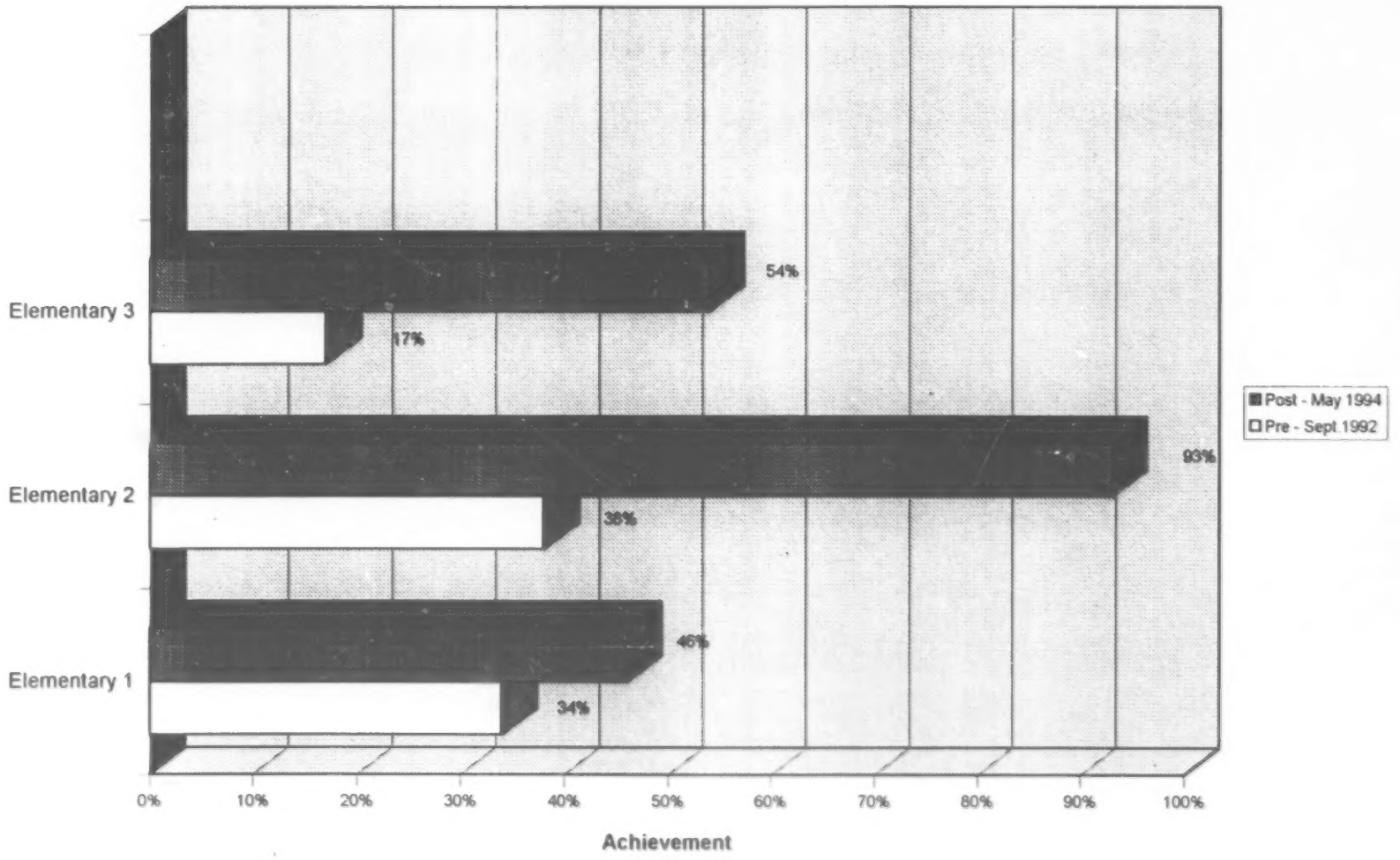
School District E
Instructional Settings



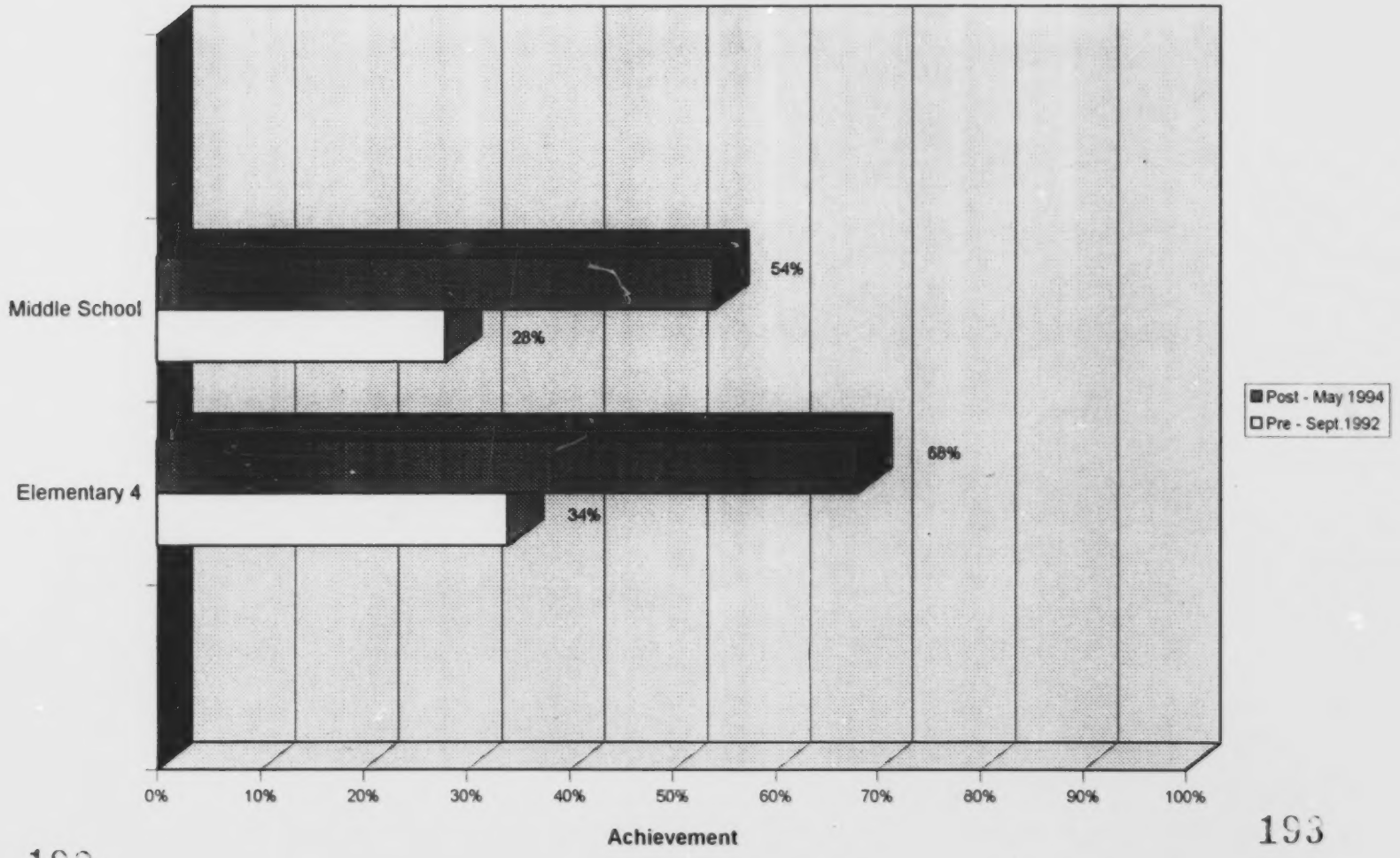

School District E
Instructional Settings
Middle School - CR
23%
33%
Middle School - N-
0%
51%
Middle School - N+
53%
8%
Middle School - C
24%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time
Post - May 1994
Pre - Sept. 1992
CR = Self Contained Classroom
N- = Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

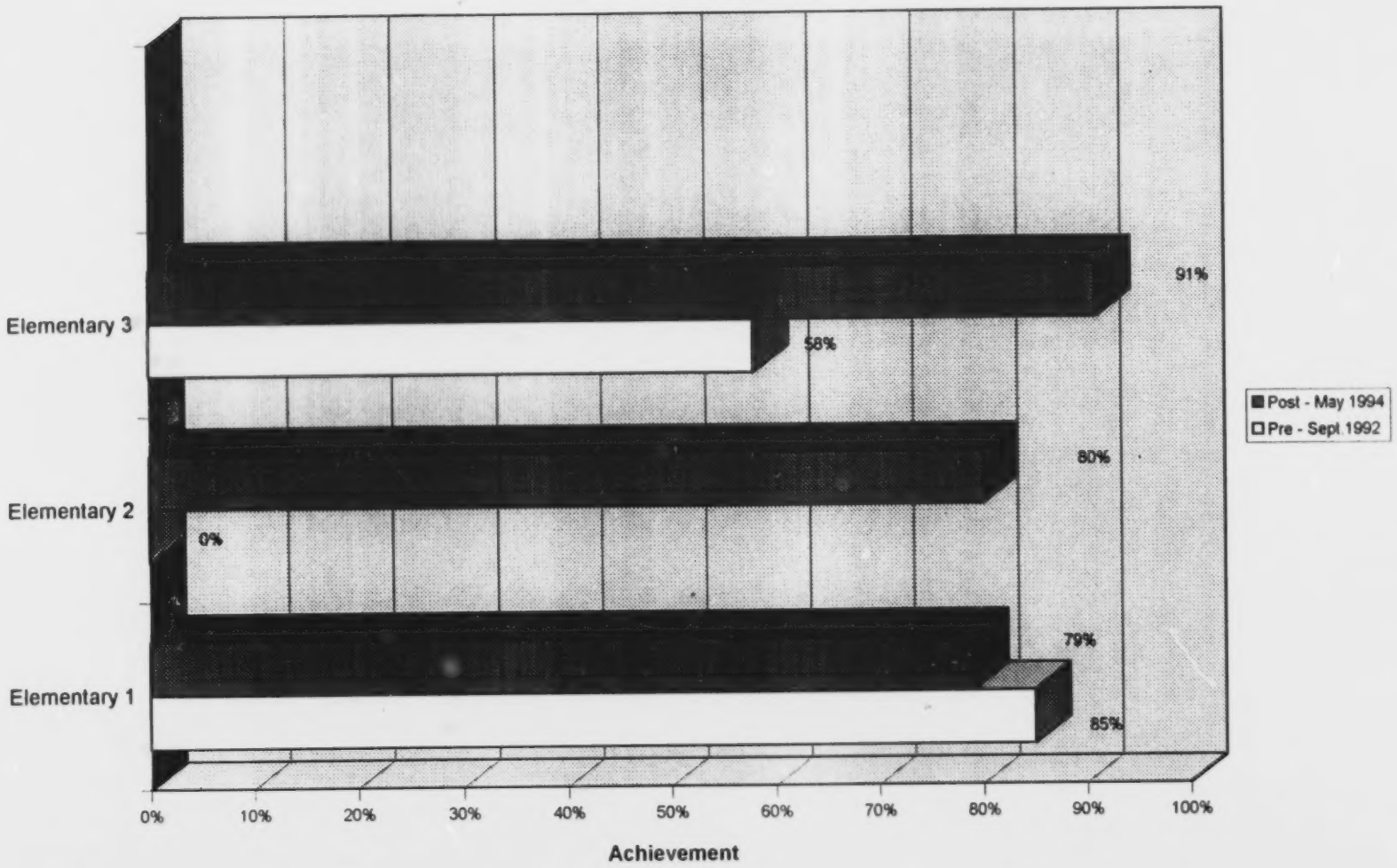
183

School District E
IEP Quality Indicators

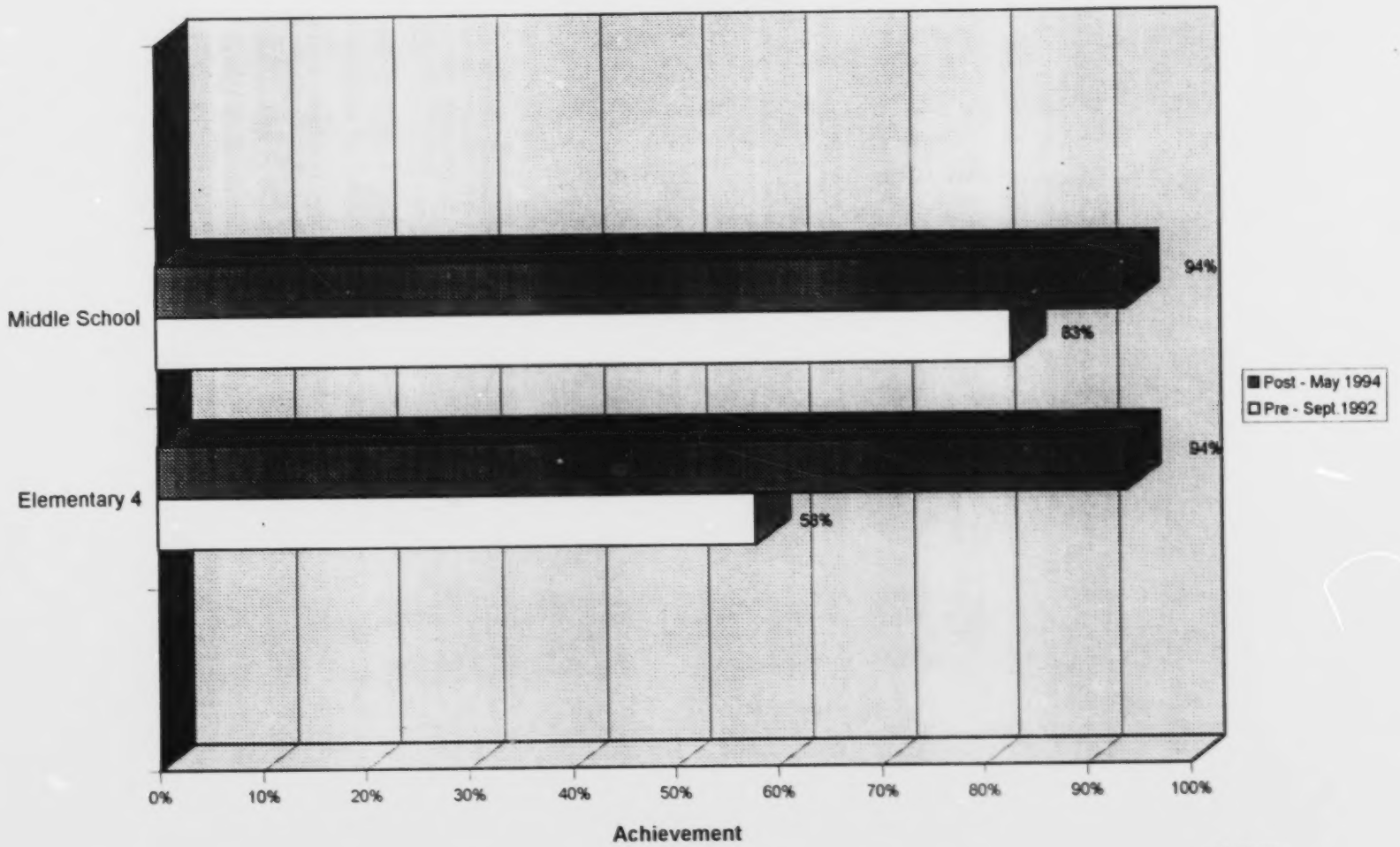


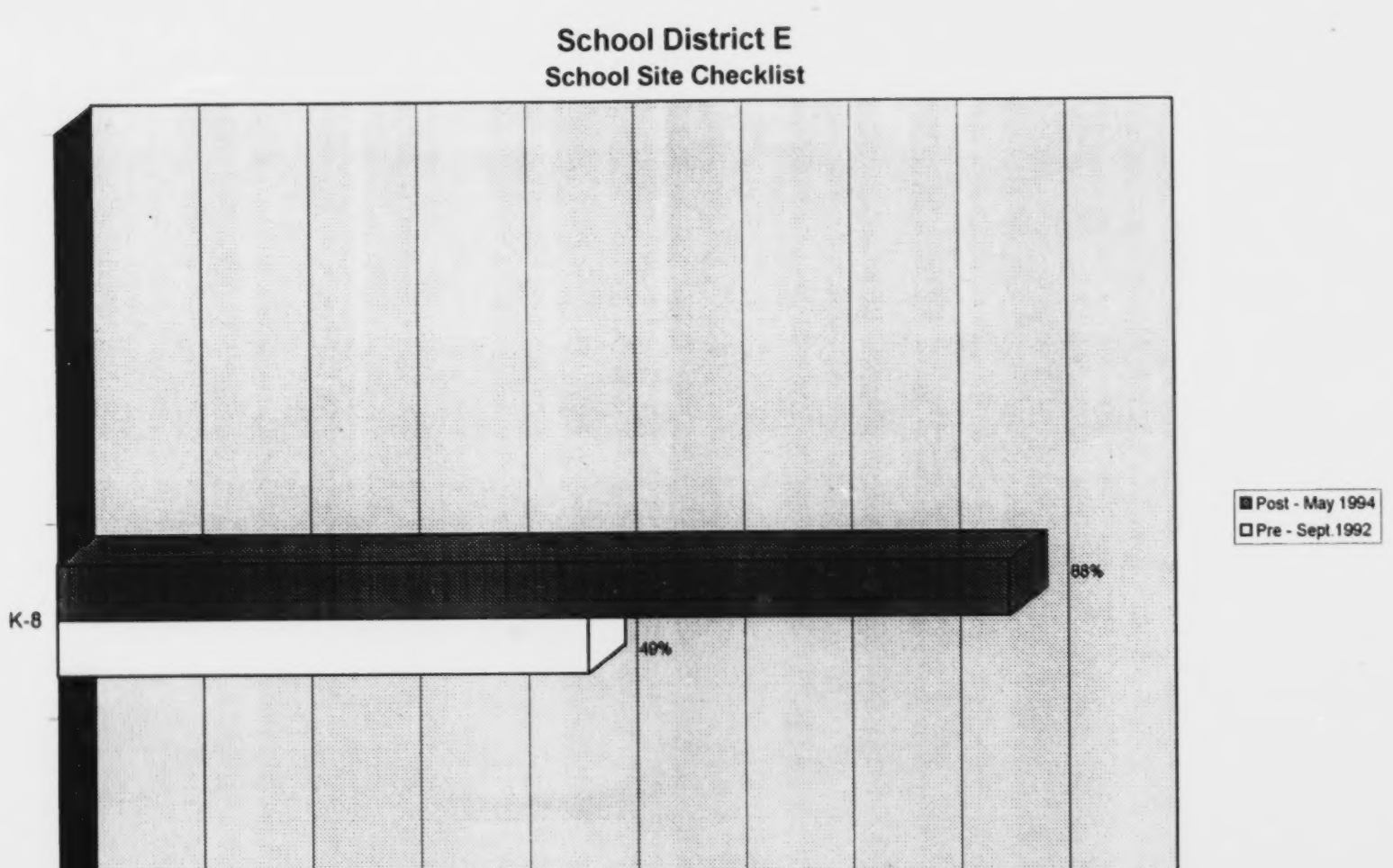
School District E
IEP Quality Indicators



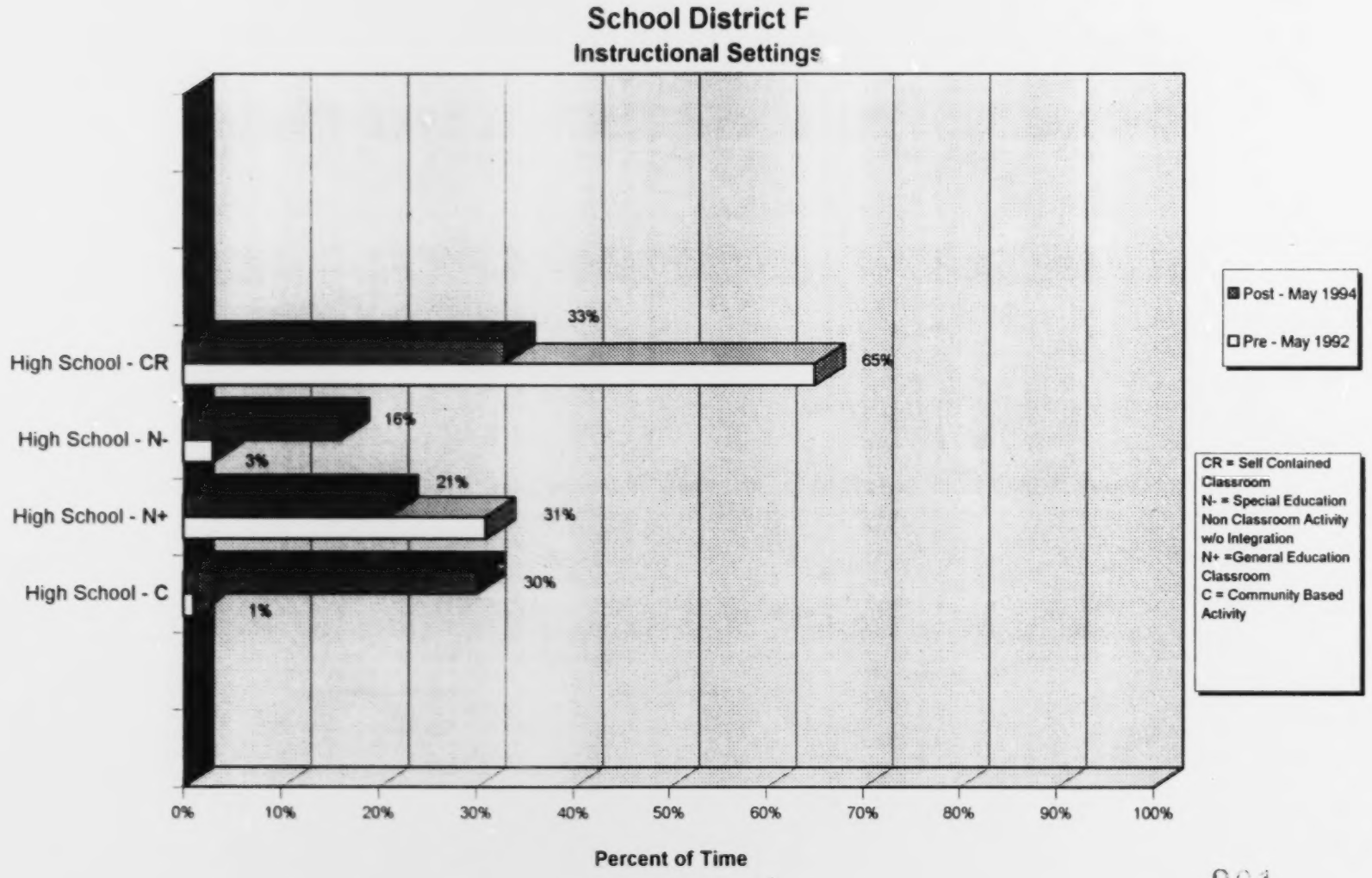

School District E
Program Quality Indicator
Elementary 3
Elementary 2
Elementary 1
91%
58%
80%
0%
79%
85%
Post - May 1994
Pre - Sept 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

School District E
Program Quality Indicator

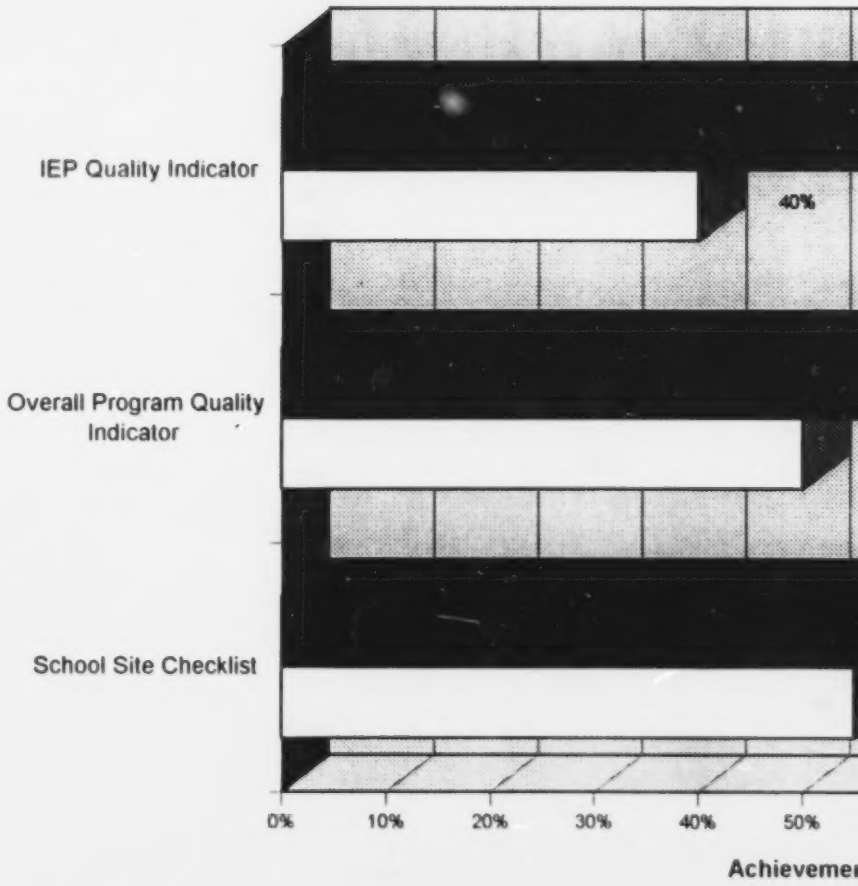



School District E
School Site Checklist
K-8
88%
49%
Post - May 1994
Pre - Sept.1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

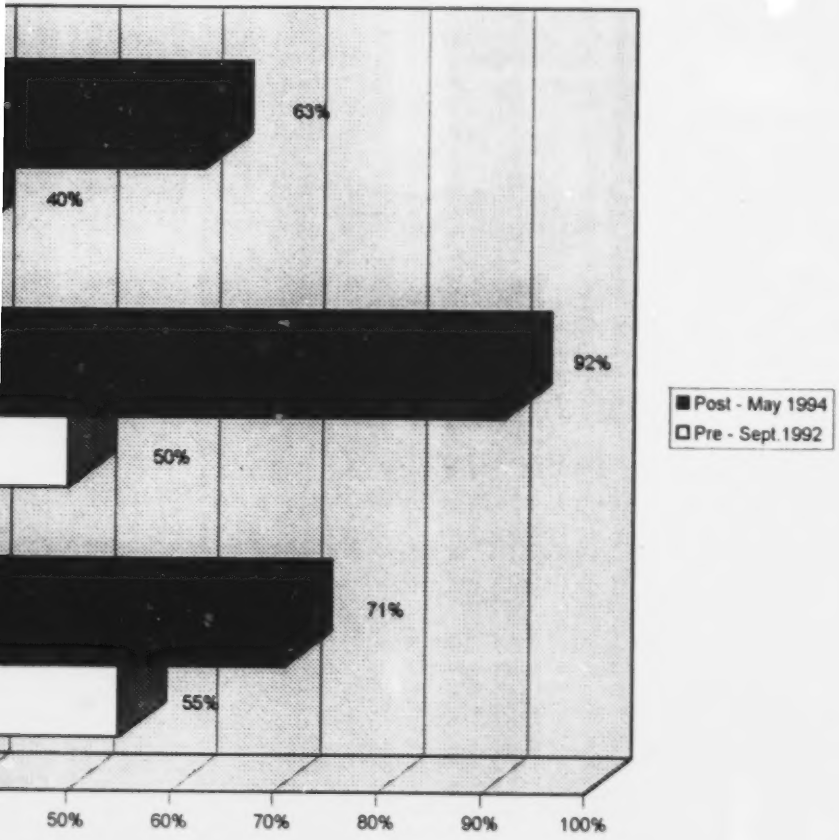
193


School District F
Instructional Settings
High School - CR
High School - N-
High School - N+
High School - C
33%
65%
16%
3%
21%
31%
30%
1%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time
Post - May 1994
Pre - May 1992
CR = Self Contained Classroom
N- = Special Education Non Classroom Activity w/o Integration
N+ =General Education Classroom
C = Community Based Activity

School Distri
High Schoo

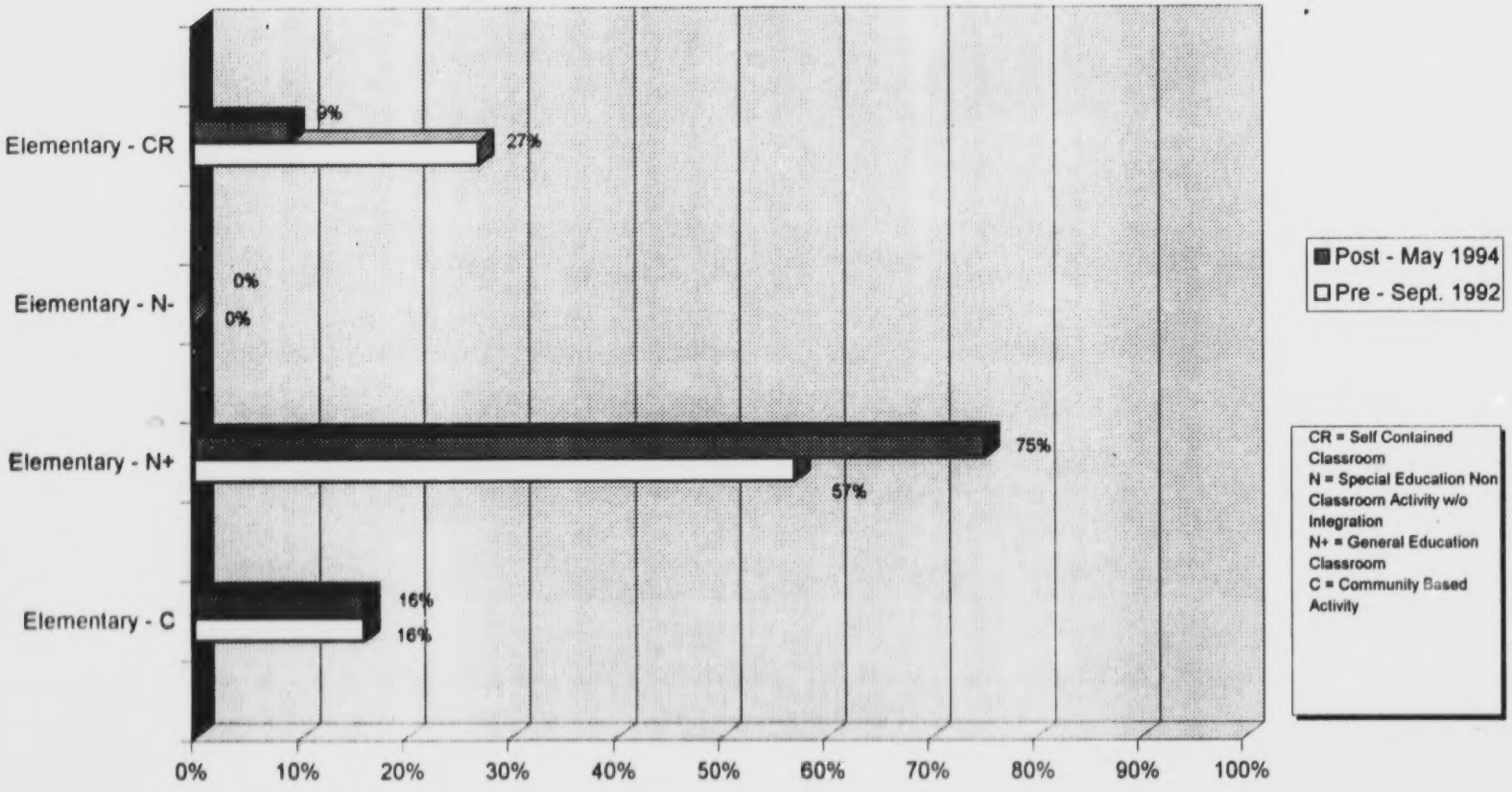


ol District F
gh School



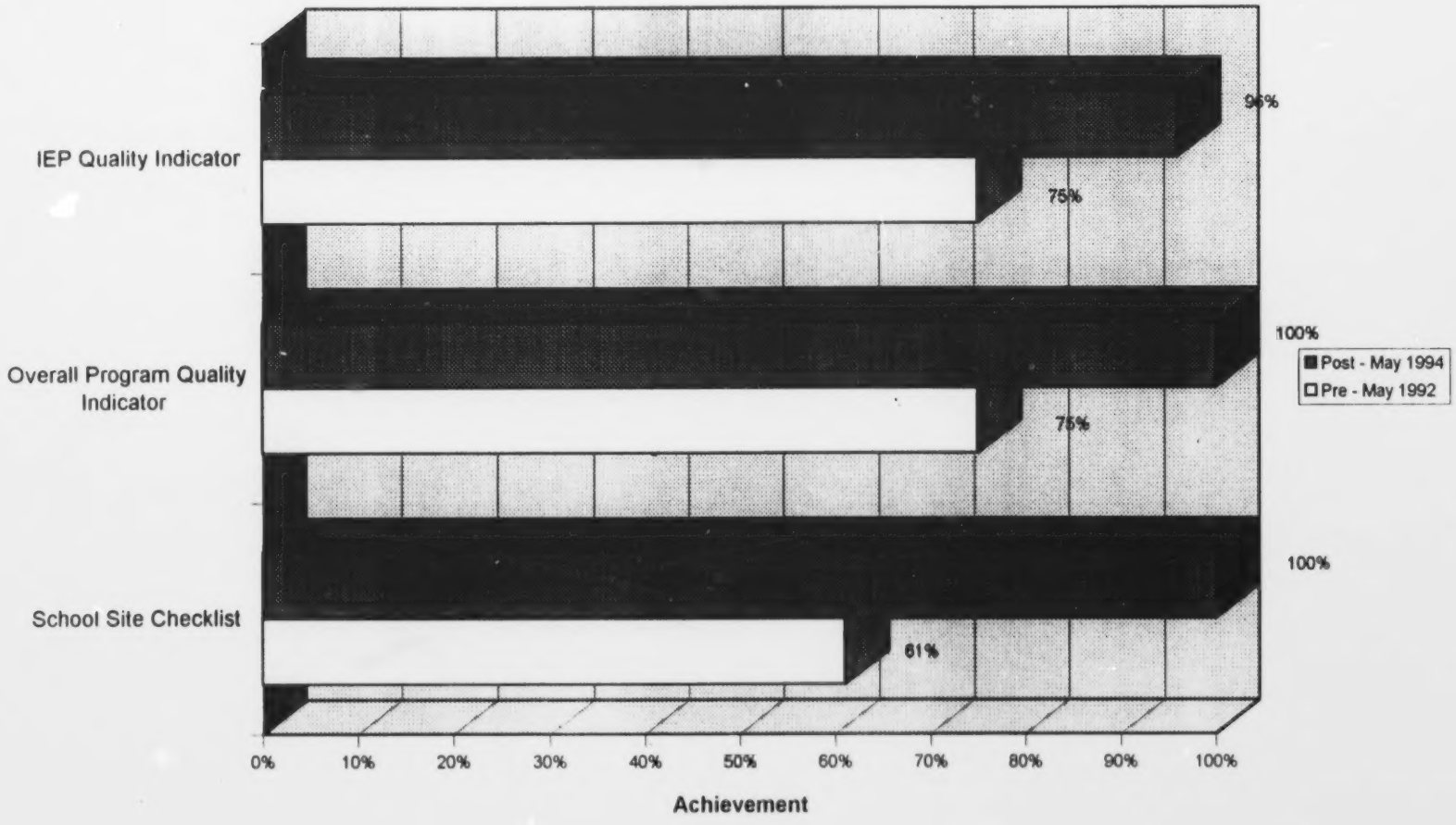
Achievement

School District H
Instructional Settings

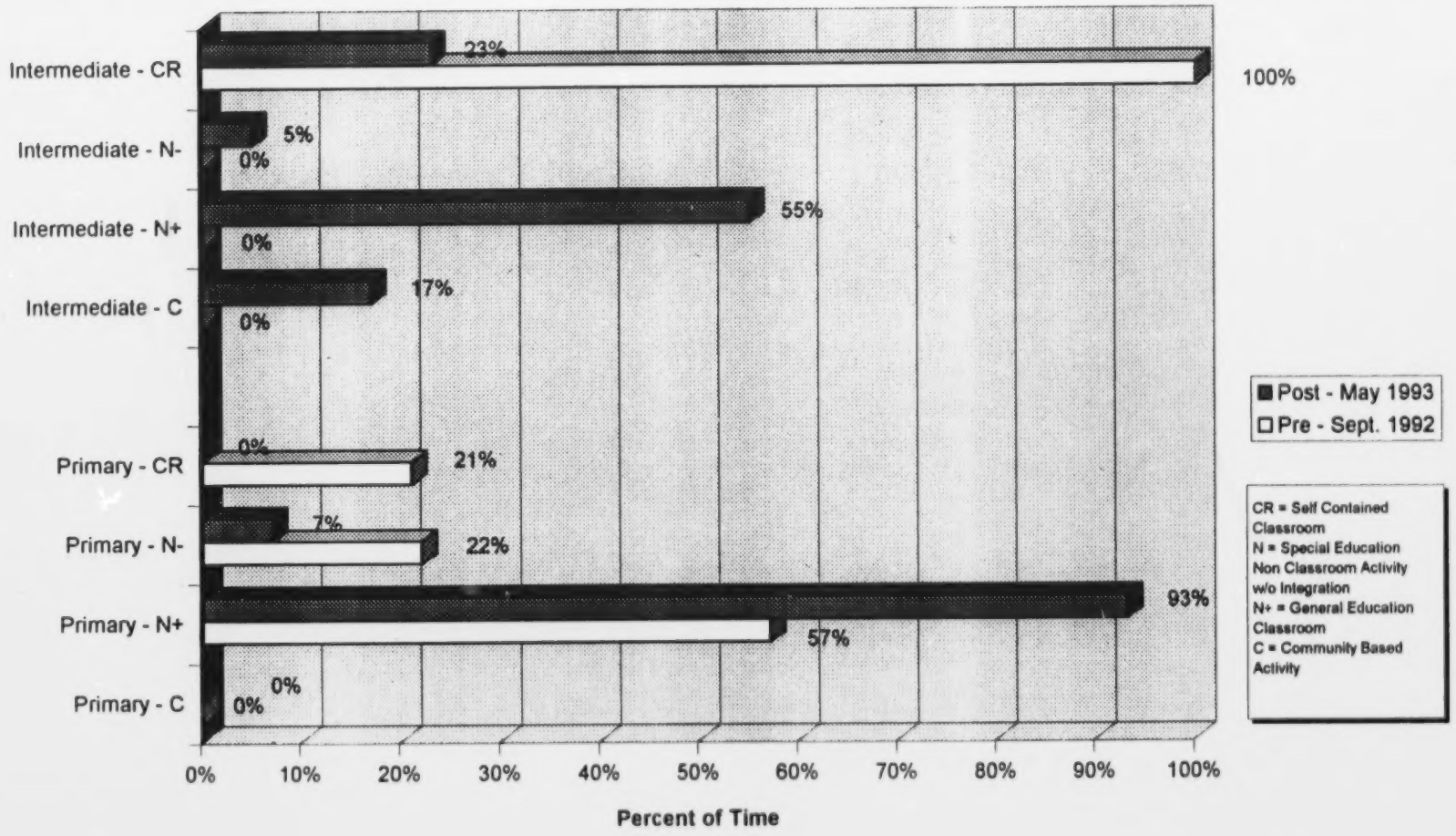


School District H

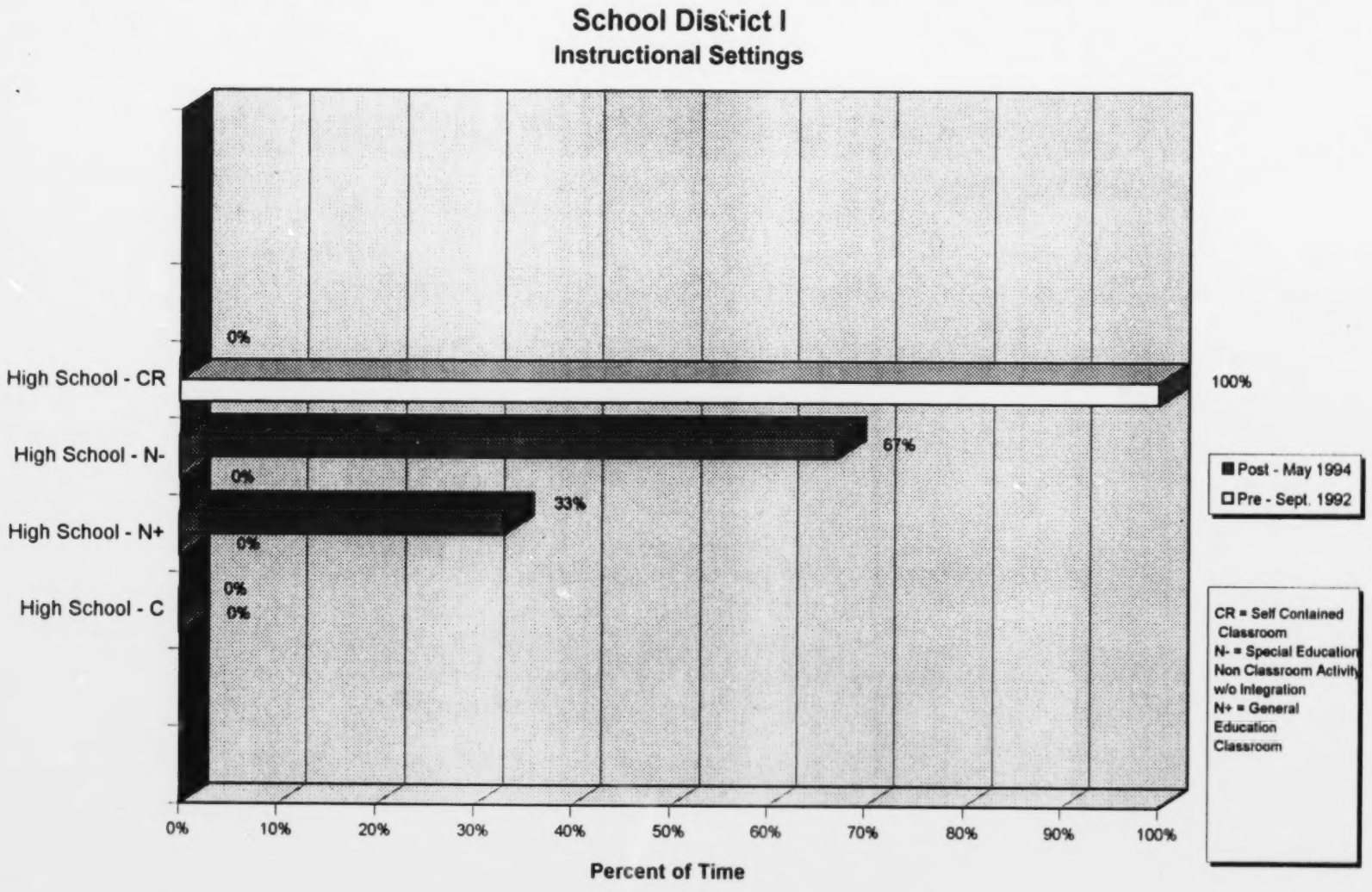
Quality Indicators -Grades K-8

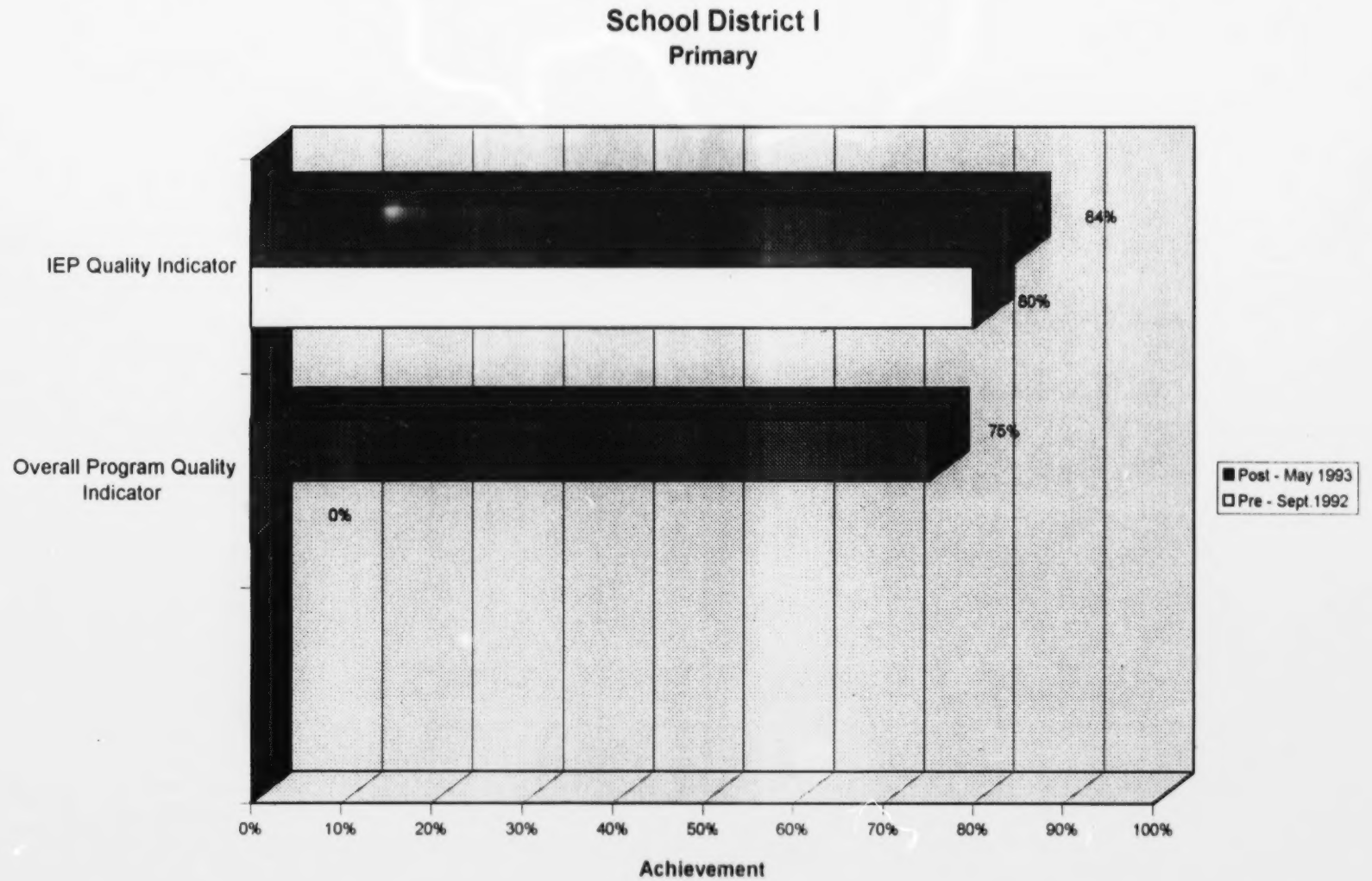


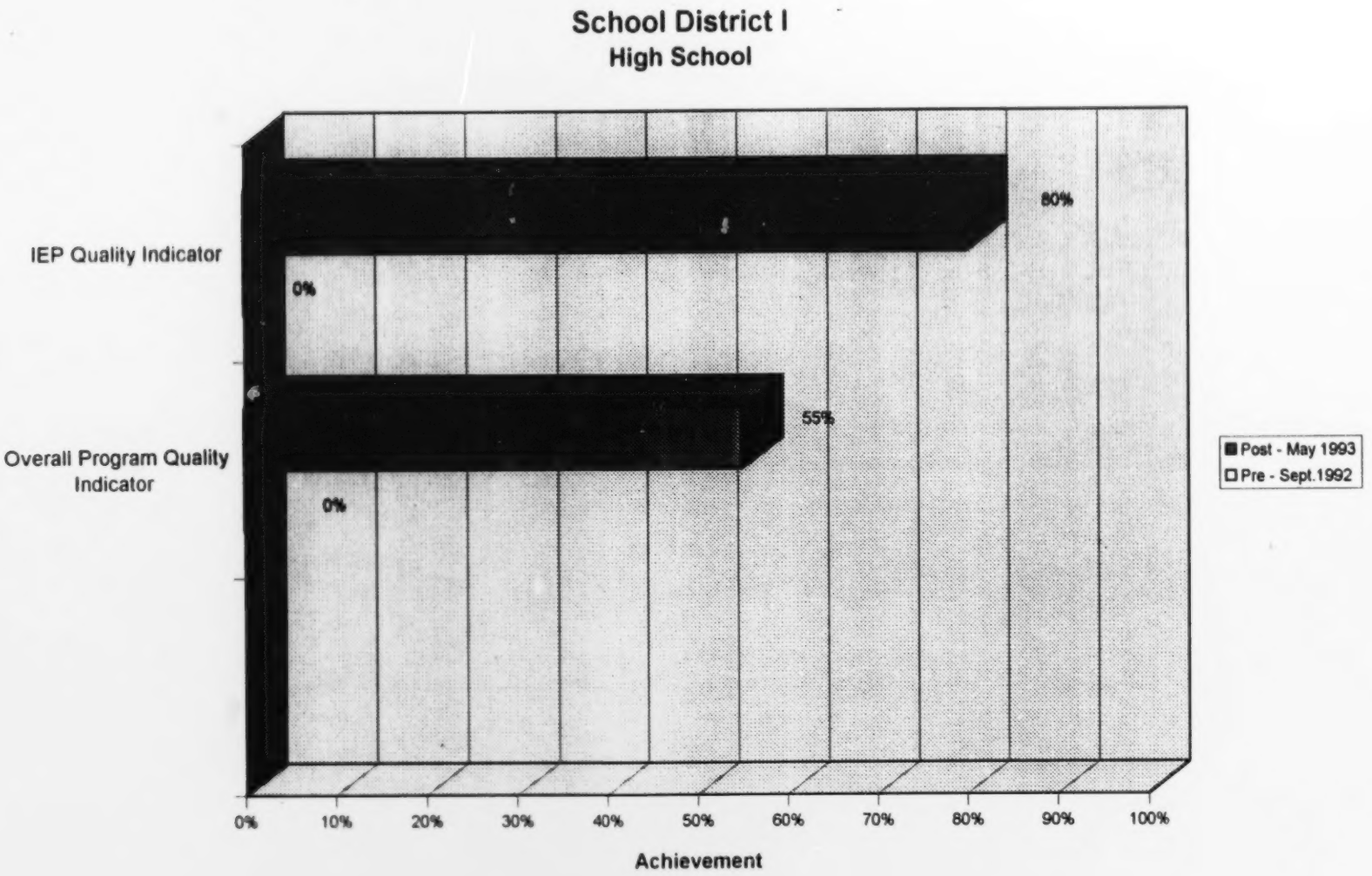
School District I
Instructional Settings

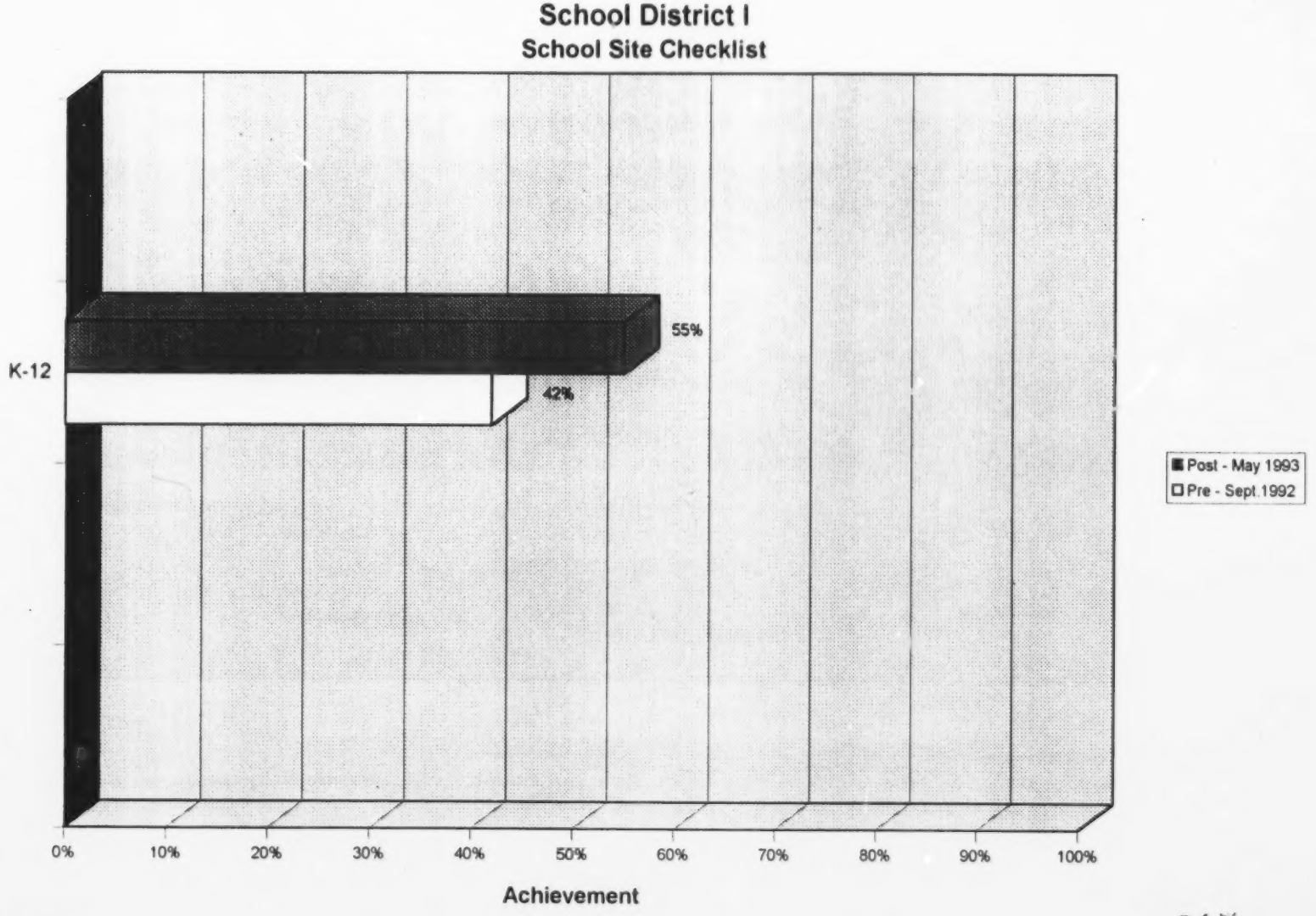


208

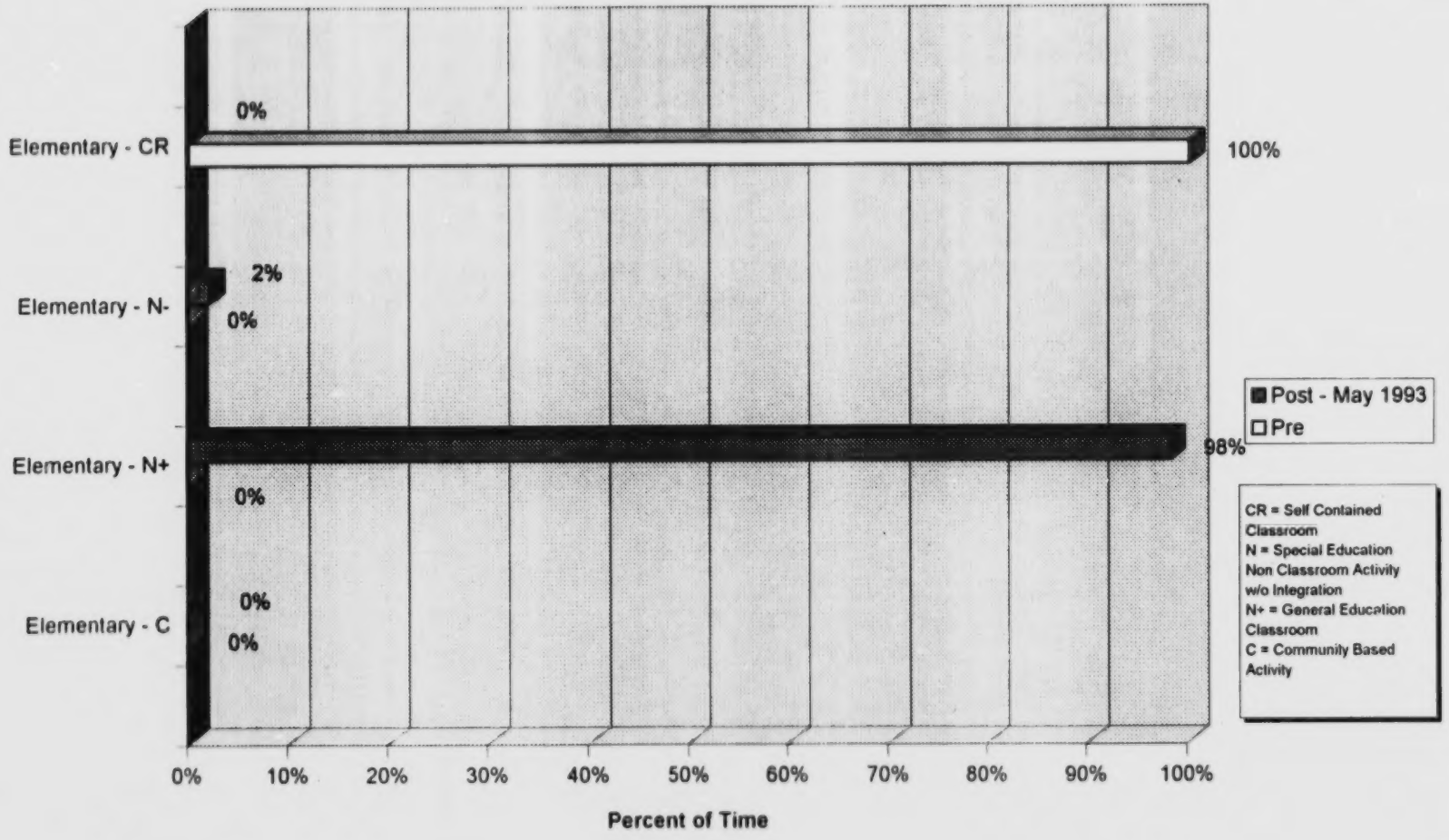

School District I
Instructional Settings
High School - CR
High School - N-
High School - N+
High School - C
0%
100%
67%
0%
33%
0%
0%
0%
Post - May 1994
Pre - Sept. 1992
CR = Self Contained Classroom
N- = Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time


School District I
Primary
IEP Quality Indicator
Overall Program Quality Indicator
84%
80%
75%
0%
Post - May 1993
Pre - Sept 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

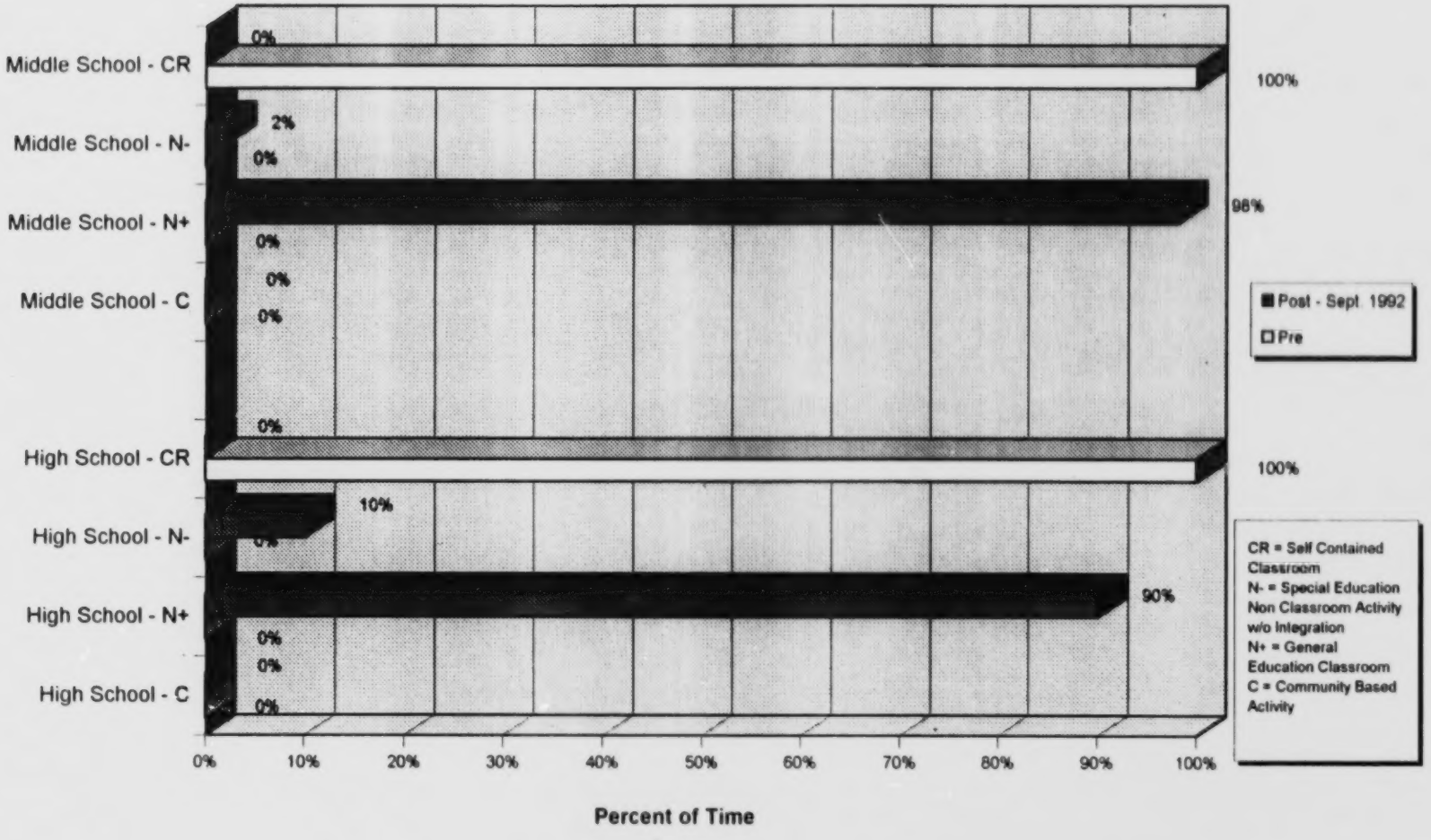

School District I
High School
IEP Quality Indicator
Overall Program Quality Indicator
80%
0%
55%
0%
Post - May 1993
Pre - Sept.1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement


School District I
School Site Checklist
K-12
55%
42%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement
Post - May 1993
Pre - Sept.1992

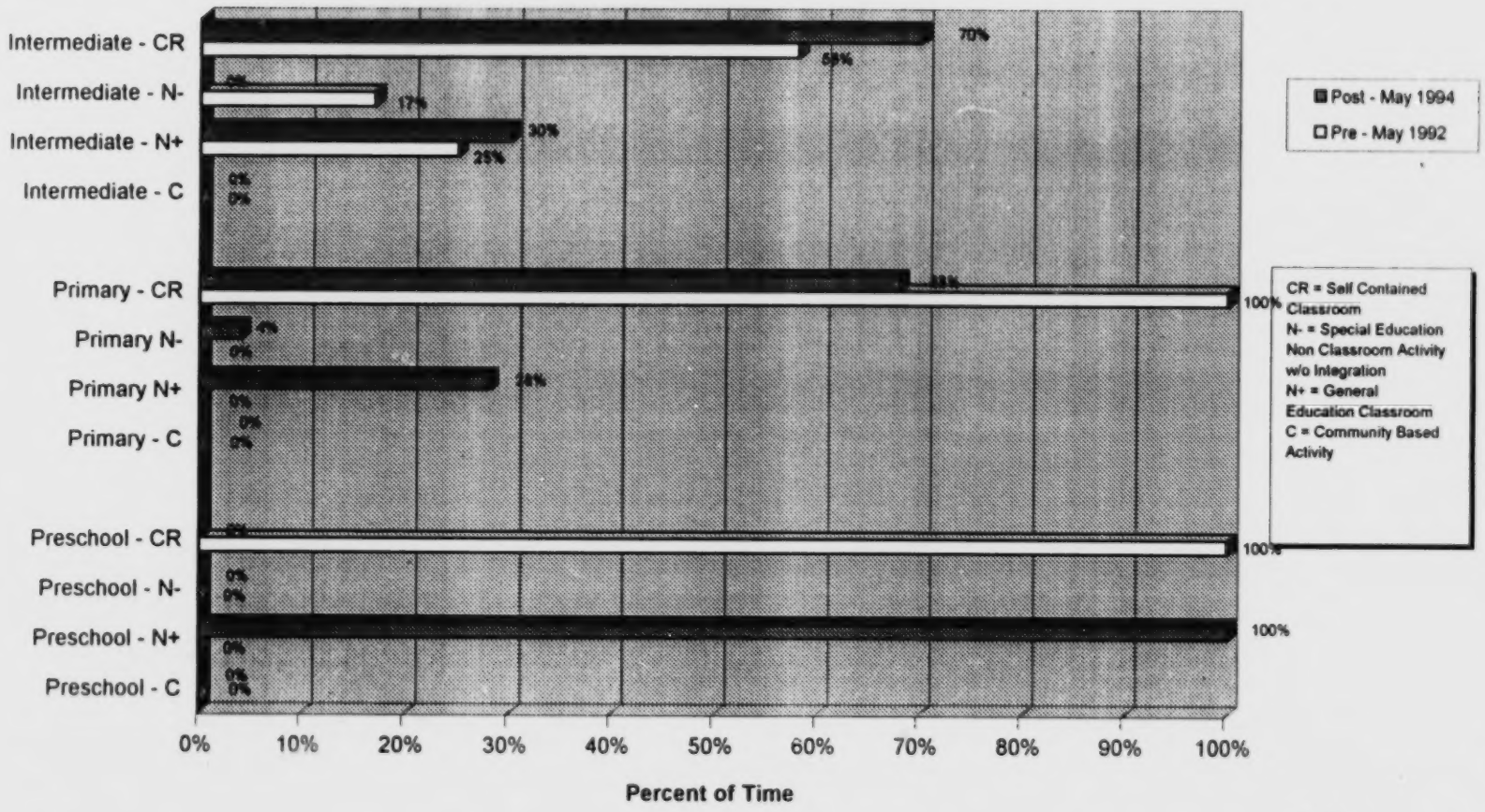
School District J
Instructional Setting

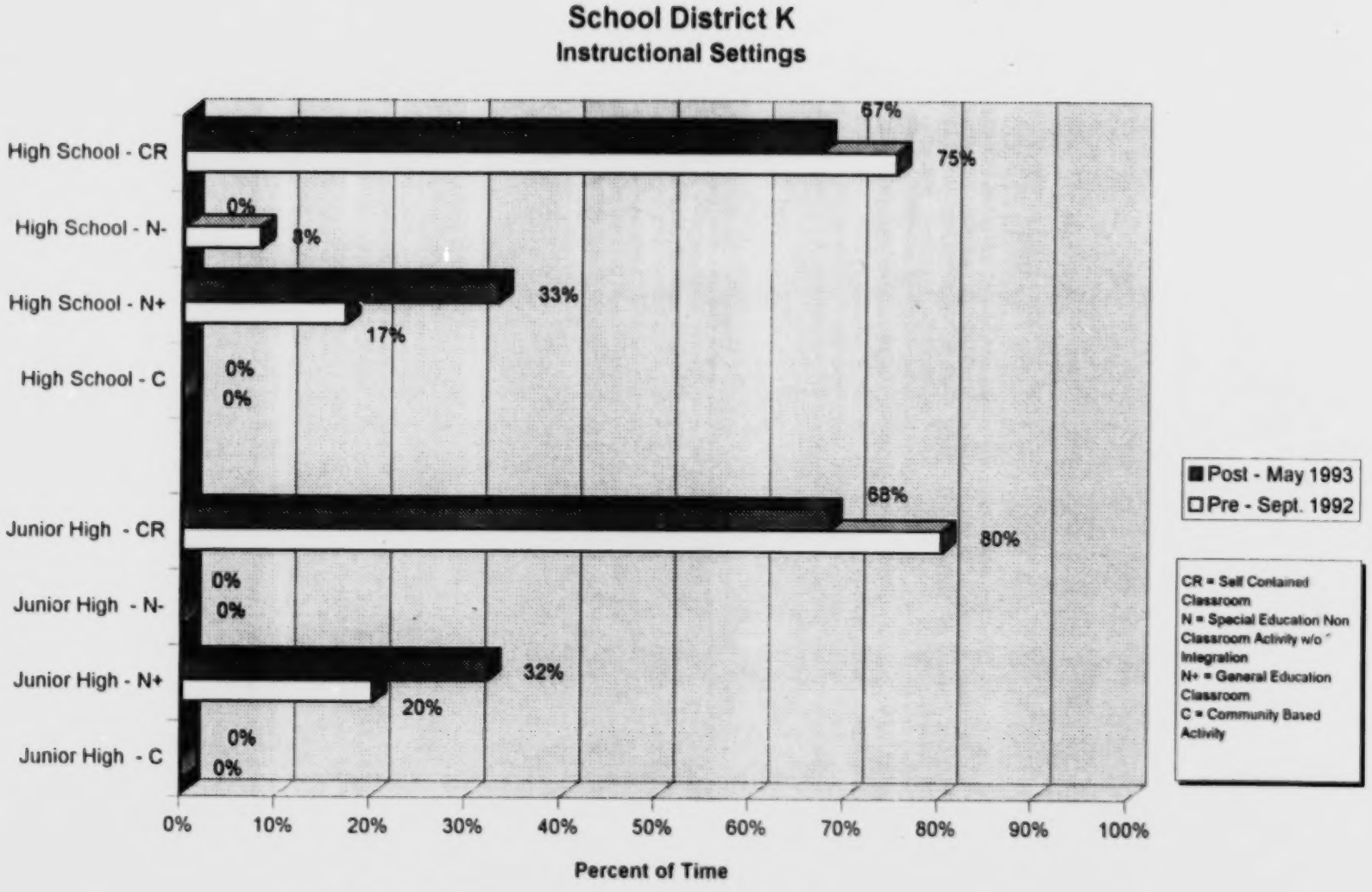


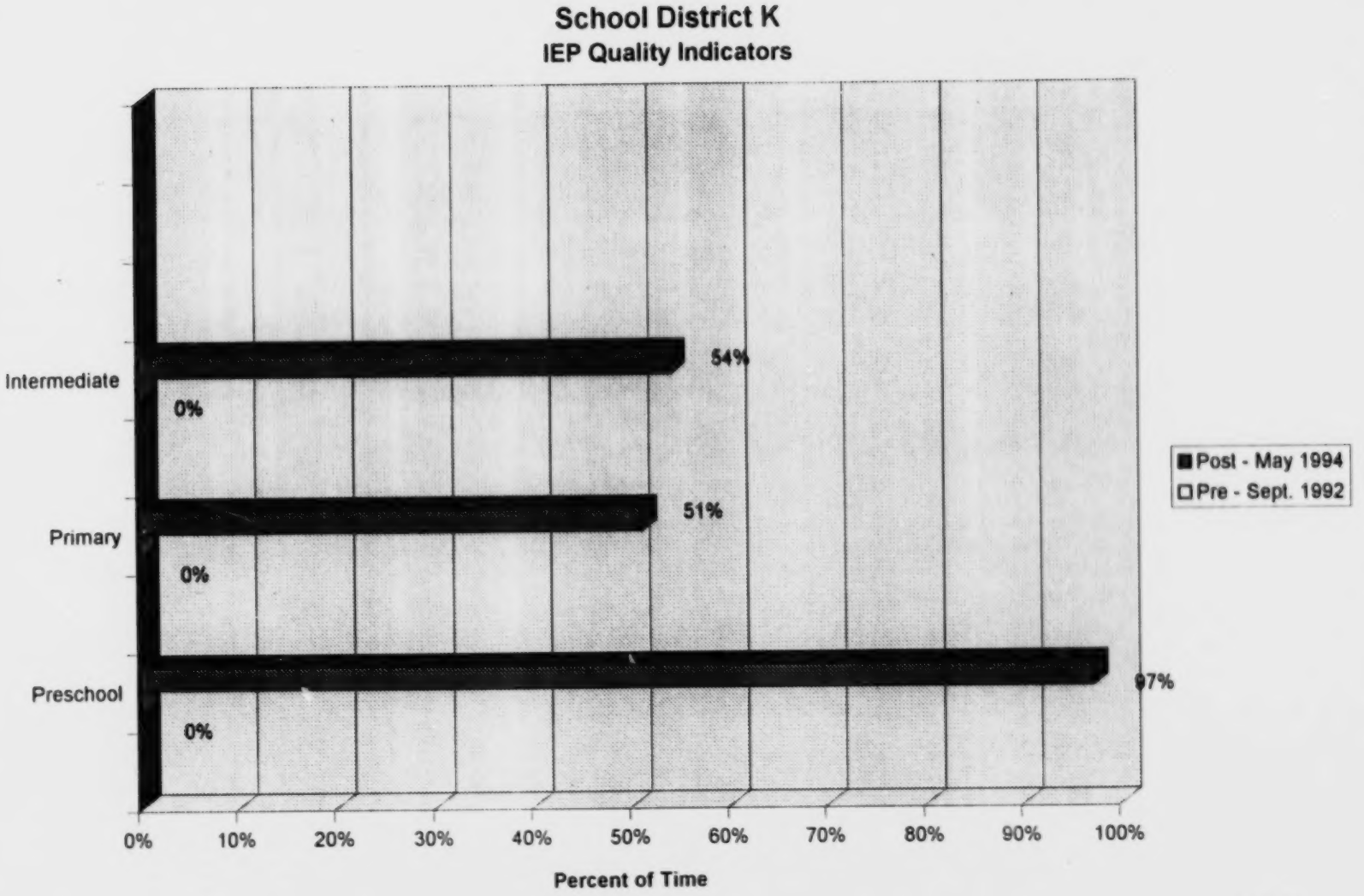
School District J
Instructional Settings

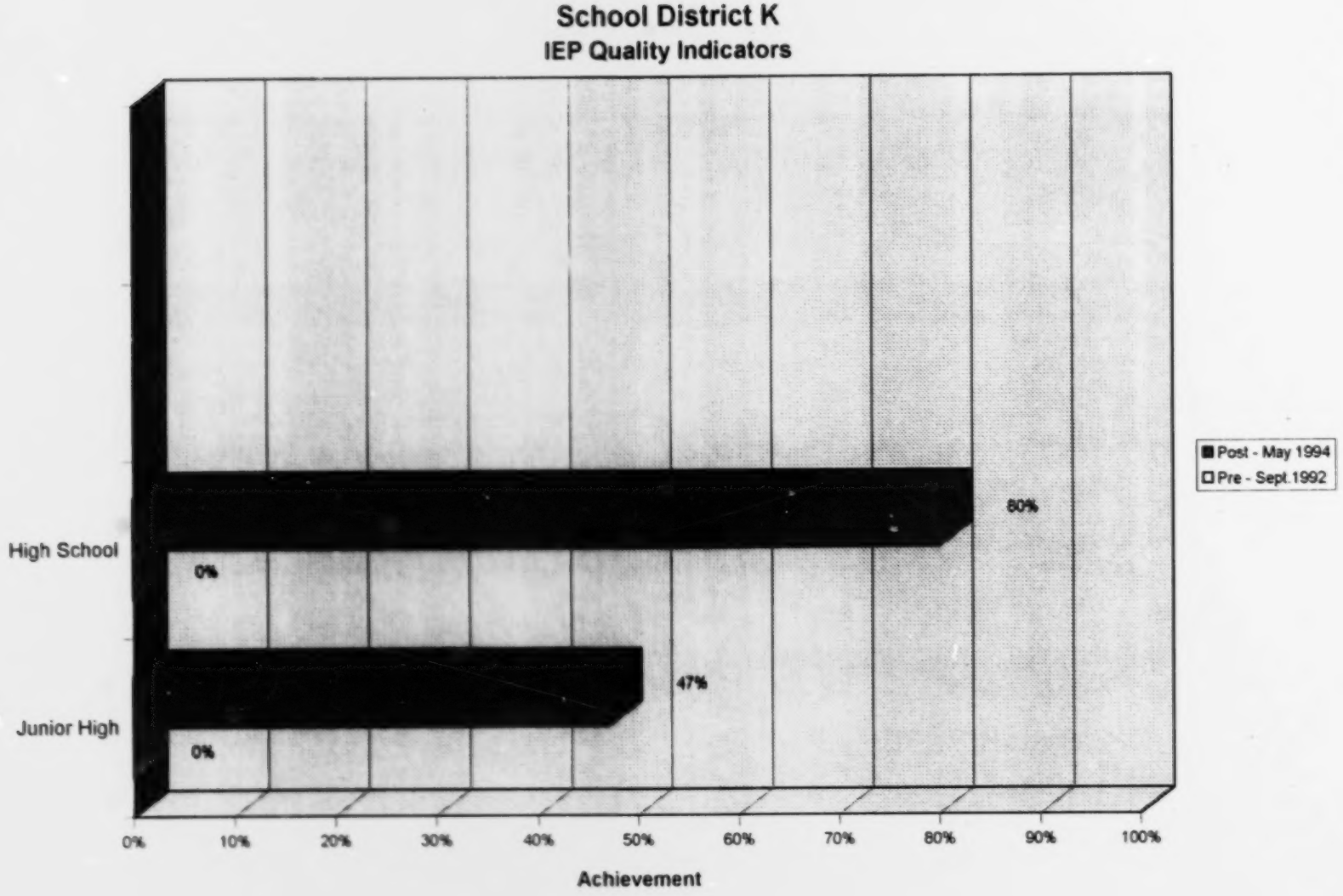


School District K
Instructional Settings



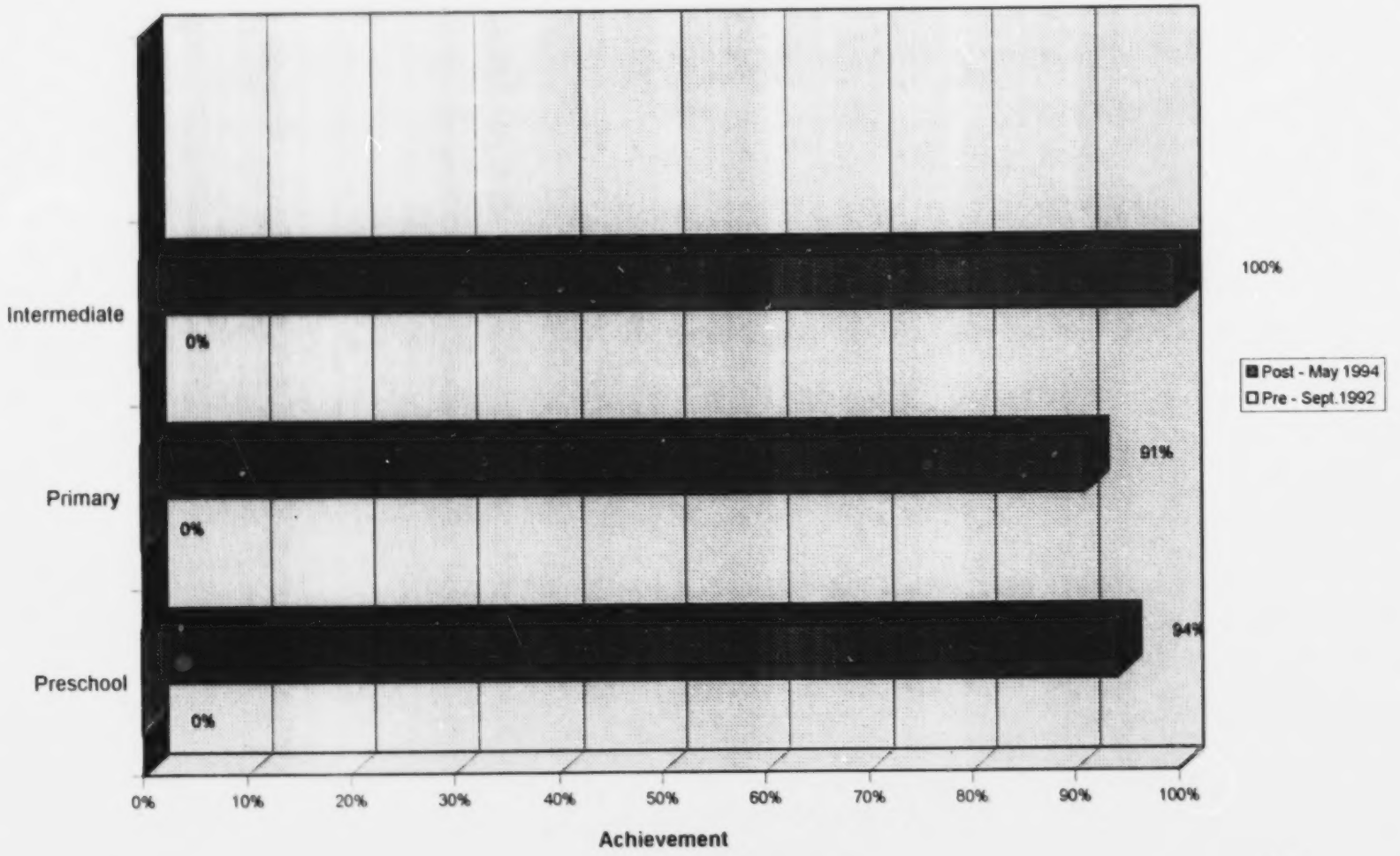

School District K
Instructional Settings
High School - CR
High School - N-
High School - N+
High School - C
Junior High - CR
Junior High - N-
Junior High - N+
Junior High - C
67%
75%
0%
8%
33%
17%
0%
0%
68%
80%
0%
0%
32%
20%
0%
0%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time
Post - May 1993
Pre - Sept. 1992
CR = Self Contained Classroom
N = Special Education Non Classroom Activity w/o Integration
N+ = General Education Classroom
C = Community Based Activity

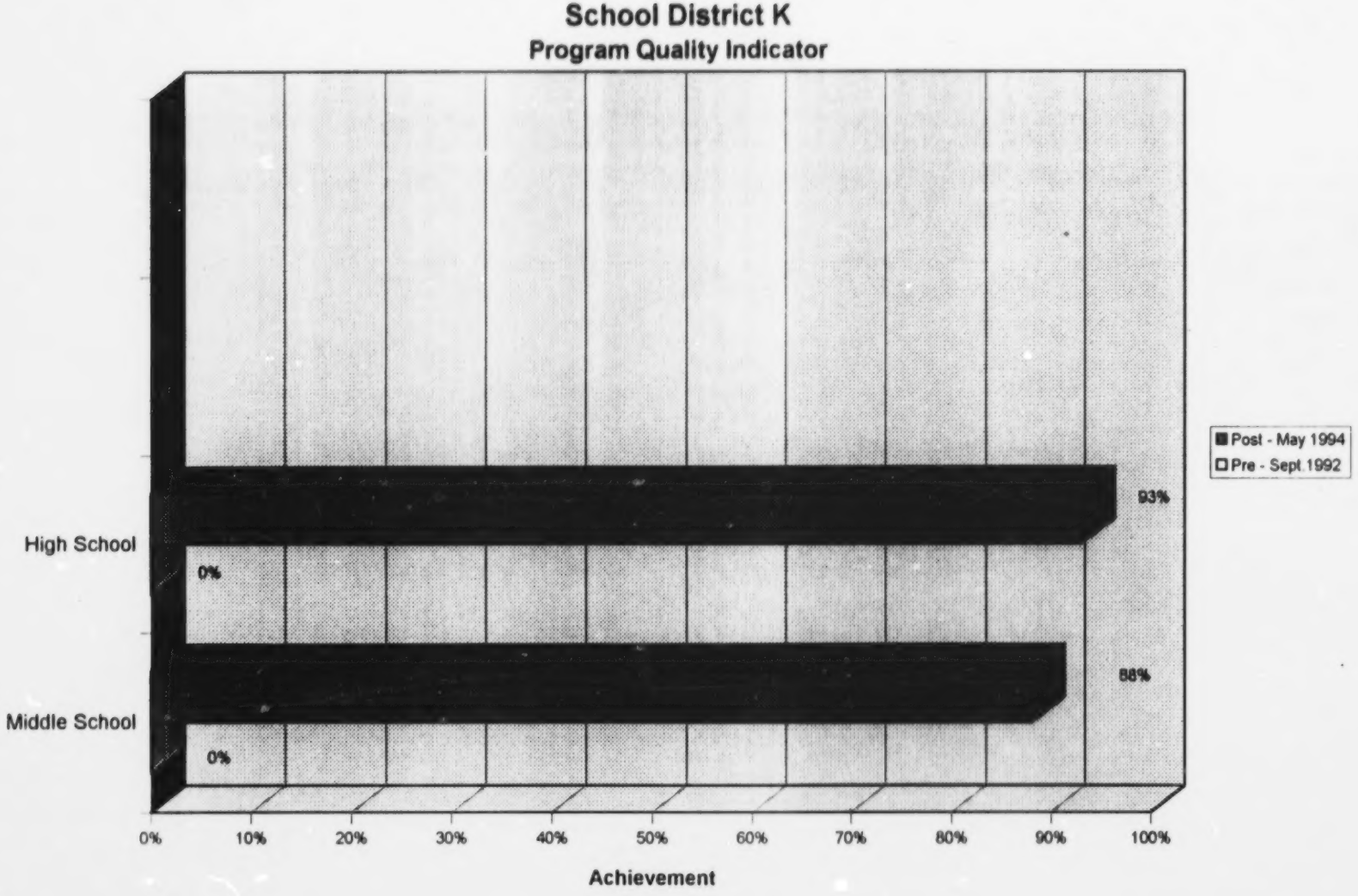

School District K
IEP Quality Indicators
Intermediate
Primary
Preschool
54%
0%
51%
0%
97%
0%
Post - May 1994
Pre - Sept. 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent of Time


School District K
IEP Quality Indicators
High School
Junior High
0%
47%
80%
0%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement
Post - May 1994
Pre - Sept.1992

228

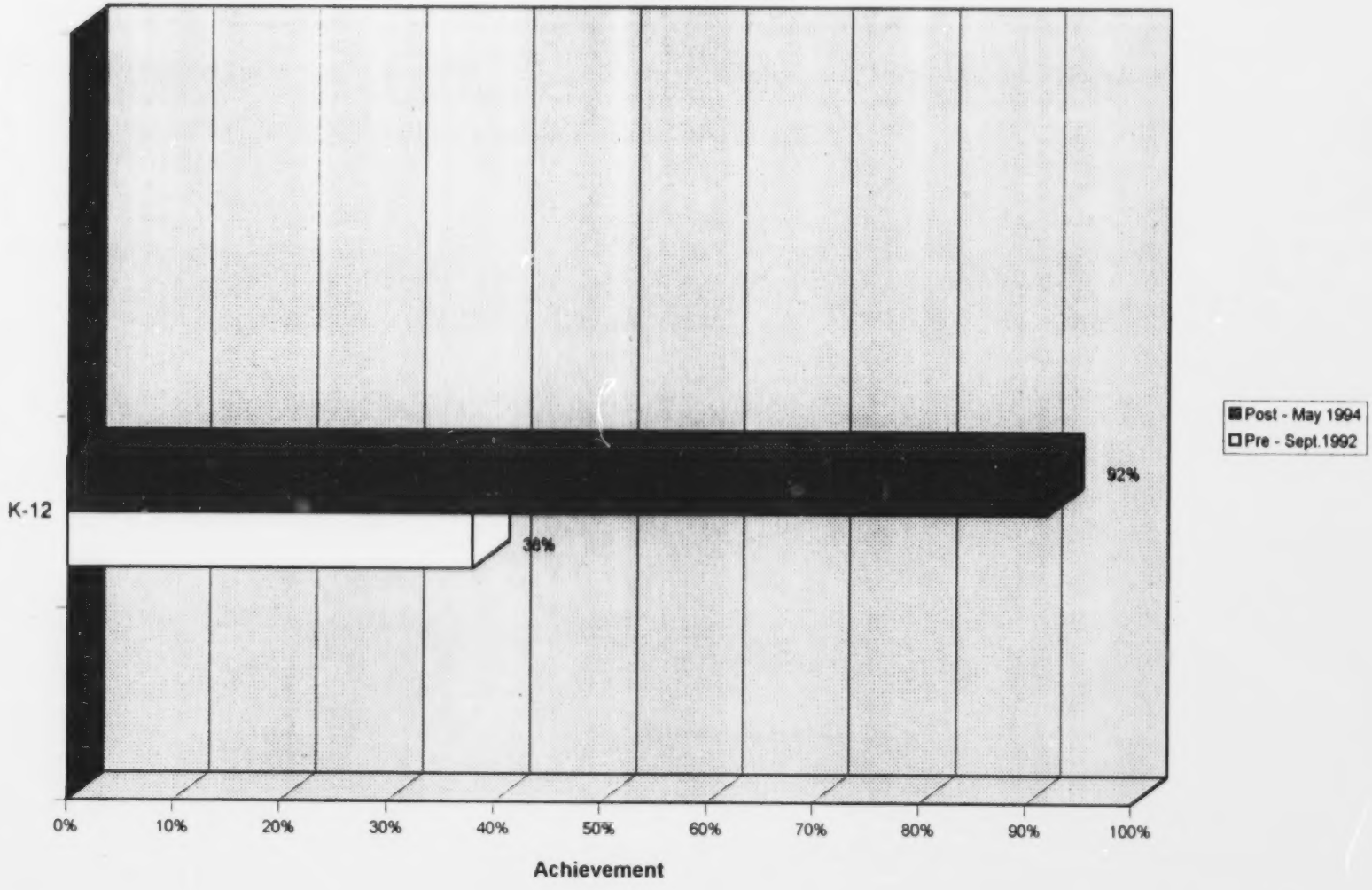
School District K
Program Quality Indicator



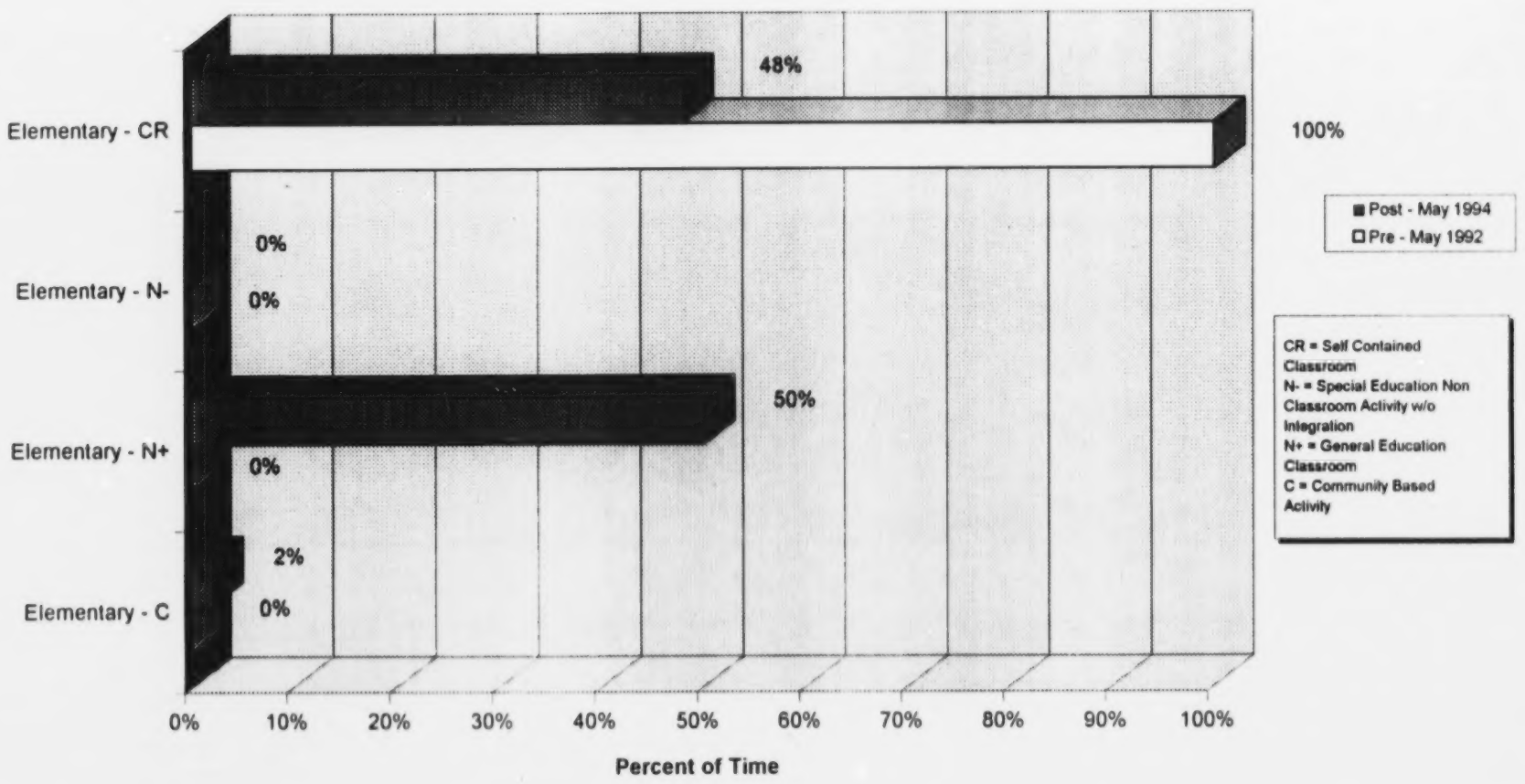

School District K
Program Quality Indicator
High School
Middle School
93%
0%
88%
0%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement
Post - May 1994
Pre - Sept 1992

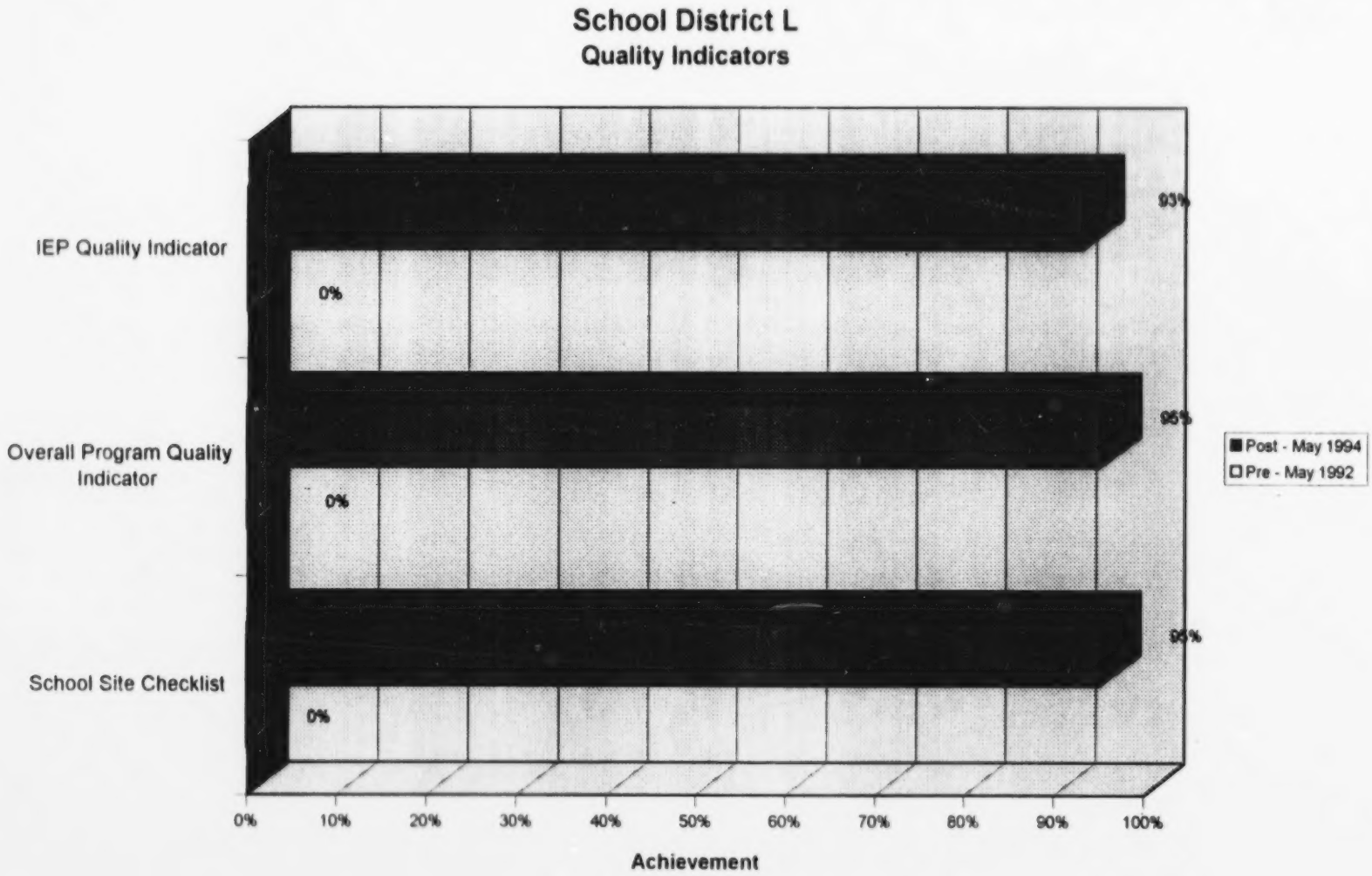
School District K

School Site Checklist



School District L
Instructional Settings




School District L
Quality Indicators
IEP Quality Indicator
Overall Program Quality Indicator
School Site Checklist
0%
93%
0%
95%
0%
95%
Post - May 1994
Pre - May 1992
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Achievement

233

APPENDIX D

COMMUNITY COLLEGE
LETTERS OF AGREEMENT

MEMORANDUM OF UNDERSTANDING

This Agreement made this 3rd day of June, 1993, by and between the Maricopa County Community College District (hereinafter referred to as MCCCD), for and on behalf of Phoenix College, and Phoenix Union High School District #210 (hereinafter referred to as Phoenix Union), wherein for and in consideration of the mutual promises and covenants hereinafter set forth, do agree:

Phoenix College will provide classroom space for a group of eight (8) to twelve (12) Phoenix Union students from August 20, 1993 through May 20, 1994, each day the college is open for regular classes at no cost to Phoenix Union. The location and the size of the room(s) is subject to availability on the campus.

Phoenix Union will provide transportation for the students to and from Phoenix College and on field trips or excursions.

Phoenix Union trained personnel will supervise and monitor the students at all times while on the Phoenix College campus and in all classes, unless waived by the instructor. Phoenix Union students may attend a class independently with routine monitoring by the Phoenix Union personnel if they have completed 100% of the skills identified by both parties. Phoenix Union will maintain an adequate student/supervisor ratio as may be determined from time to time between the parties. Phoenix Union personnel will always supervise and monitor students during Fitness Center and Weight Training classes.

Phoenix Union shall provide all reasonable medical information requested by Phoenix College's Fitness Center staff.

To the extent permitted by law, Phoenix Union shall indemnify and hold harmless the MCCCD and Phoenix College from any and all claims arising from participation of its students in classes, activities and workshops on the Phoenix College campus, including, but not limited to, activity at the Fitness Center.

In Witness whereof, the parties, acting through their authorized signatories, have set their hand the day and year first above.

Maricopa County Community College District

Richard S. Young
Assistant Legal Counsel
Authorized Signatory

Phoenix Union High School District 210

Kenneth E. Wissinger
Assistant Superintendent
Business and Operations
Authorized Signatory

2/2 Draft: JIB
2/4 Reviewed: DH, JG, TD; no changes
2/4 Referred to PUSD for review

PRESCOTT UNIFIED SCHOOL DISTRICT
AND YAVAPAI COLLEGE
LETTER OF AGREEMENT
REGARDING PUSD "BRIDGE PROJECT"

PRESCOTT UNIFIED SCHOOL DISTRICT (hereinafter referred to as "PUSD") and YAVAPAI COLLEGE (hereinafter referred to as "YC") wish to offer non-credit courses for selected high school students who are participants in the PUSD "Bridge Project."

Whereas, PUSD and YC wish to jointly offer non-credit courses for selected high school students (hereinafter referred to as "STUDENTS") participating in the "Bridge" grant project, and,

Whereas STUDENTS will benefit from having cooperative educational activities jointly sponsored by PUSD and YC,

This agreement is established according to the following conditions:

PUSD

1. PUSD may recommend instructors to teach non-credit courses covered by this agreement.
2. STUDENTS are subject to applicable YC policies and administrative procedures, and will be 18 years of age or older.
3. PUSD and YC may offer non-credit courses which may be taught by PUSD employees during their normal PUSD work schedule. In this event, PUSD employees will be compensated by PUSD while instructing for YC, and all regular employment benefits and conditions of employment are the responsibilities of PUSD.

YC

1. YC is responsible for decisions relating to teaching of non-credit courses, including but not limited to, which non-credit courses will be taught and any matters related to course approval and scheduling. Non-credit courses covered by this agreement are subject to YC non-credit policy and administrative procedures.
2. The Dean of Instruction, Prescott Campus, or designee, is responsible for decisions relative to this agreement.

3. Approval or disapproval of instructors for YC employment is the responsibility of the YC Dean of Instruction, Prescott Campus or designee. In order to become YC non-credit course instructors, employees from PUSD will sign YC non-credit course instructor contracts. These contracts will establish an employer-employee relationship between PUSD and YC. Such instructors are governed by YC policies, administrative procedures and other college regulations while teaching YC non-credit courses.
4. YC provides general liability insurance coverage for the STUDENTS. PUSD employees who teach non-credit courses per this agreement are also covered by YC general liability insurance.
5. In the event PUSD employees are teaching a non-credit course and are doing so during their normal PUSD work schedule, YC will, in accordance with approved non-credit program budgeting procedures, determine student fees for the non-credit course by not including instructor expenses as part of the course budget.

General

1. In the event equipment is provided by YC for use in non-credit courses, PUSD assumes no liability for equipment owned, maintained, or operated by YC. Likewise, in the event equipment is provided by PUSD for use in the non-credit courses, YC assumes no liability for equipment owned, maintained, or operated by PUSD.
2. This agreement may be terminated at any time by PUSD or YC by stating, in writing, the desire to terminate the agreement. Such notice of termination must be directed to the below-named representatives, respectively, no fewer than 60 days in advance of the desired date of termination.
3. Unless termination of the agreement occurs as per the above, previous paragraph, this agreement will be in effect until June 1, 1992

Date:_____	Date:_____
_____	_____
Signed: YC Representative	Signed: PUSD Representative
Mr. Dann Hann	_____
Name Typed	Name Typed
Vice President for Administrative & Financial Services	Title

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